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ISE
ULLETIN 1988/89

aduate Degrees in Education
iversity of Toronto/The Ontario Institute
Studies in Education

OISE Bulletin
1988/1989

Graduate Degrees in Education
University of Toronto/The Ontario Institute for Studies in Education

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All inquiries should be addressed to the Registrar, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.

Students should bring this Bulletin when they register. No assurance can be given that additional copies will be available at that time.

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1. The Bulletin of the Institute is published some months before the opening of the Session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make necessary changes.

2. Applications/Admissions

(a) The deadline for submitting application forms is February 1, 1988, for the 1988/89 Regular Session. While applications will be received after this date, no guarantee of admission to either degree programs or courses can be made.

(b) The Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal admission requirements.

3. The Institute reserves the right to limit the number of registrants in any course of instruction described in this Bulletin in circumstances where the number of qualified applicants for a course exceeds the teaching resources available to the Faculty.

4. All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies. Applicants and students are advised to consult the School of Graduate Studies Calendar.

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Academic Calendar

1988	
February 1	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1988 Summer Session or the 1988/89 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 1	Final date for submitting application for Graduate Assistantship (for full-time study only)
February 19	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time
March 14–18	Midwinter break in the Ontario school system (no OISE classes scheduled)
April 1	Prior to this date pre-enrolment forms must be submitted for continuing students for both Summer Session and Regular Session (first and second term). While pre-enrolment forms will be received after this, maximum enrolment may be reached in some courses before this date
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 1	Good Friday (offices closed, classes rescheduled)
April 4	Easter Monday (offices closed, classes rescheduled)
April 8	Last day of lectures, Regular Session
April 11, 12	Course examinations, Regular Session
April 22*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
April 29†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1987/88 second term and full year courses. (Second term and full year course grades will be mailed to students toward the end of May)
May 20	Final deadline for SDF designation for 1987/88 first term courses to be changed to a regular grade or a failure
May 23	Victoria Day (offices closed)
June	Spring Convocation (to be announced)
July 1	Canada Day (offices closed)

July 4	First day of lectures, Summer Session
July 4, 5	Summer Session registration
July 15	Deadline for course changes in Summer Session
August 1	Civic Holiday (offices closed, classes rescheduled)
August 12	Last day of lectures, Summer Session
August 15, 16	Course examinations, Summer Session
September 5	Labour Day (offices closed)
September 7–9	Regular Session registration (full-time students only) 10:30 a.m.–12:30 p.m. and 2:30 p.m.–3:30 p.m. Also from 10:30 a.m. to 12:30 p.m. between September 12 and September 20
September 14	Lectures begin
September 12–20	Regular Session registration (part-time students only) 3:30 p.m.–5:30 p.m.
September 20	After this date a late registration fee will be assessed
September 30*	Final date for submitting recommendations for M.A. degrees to be awarded at Fall Convocation
September 30	Grade submission date for 1988 Summer Session courses. (Grades will be mailed to students toward the end of October)
September 30	Final deadline for SDF designation for 1987/88 second term and full year courses to be changed to a regular grade or a failure
October 3*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis title and supervisor
October 3†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation
October 10	Thanksgiving Day (offices closed, classes rescheduled)
October 14	Final date for changing first term and full year courses
October 14	Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn
November	Fall Convocation (to be announced)
November 11	Final date for withdrawing from first term courses without academic penalty
December 14	Last day of lectures of first term courses
December 15, 16	Examinations in courses completed in the first term of the Regular Session

1989

January 2	Lectures for the second term of the Regular Session begin
January 6	Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

January 15	Balance of required fees due without further notice
January 20	Grade submission date for 1988/89 first term courses. (Grades will be mailed to students in mid-February)
January 20	Final deadline for SDF designation for 1988 Summer Session courses to be changed to a regular grade or a failure
January 24*	Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 24*	Final date for submitting recommendations for M.A. degrees to be awarded at the March meeting of the Governing Council
January 25	Final date for registration for students beginning programs in second term
January 25	Final date for changing second term courses
January 31†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at the March meeting of the Governing Council
February 1	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1989 Summer Session or the 1989/90 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 1	Final date for submitting application for Graduate Assistantship (for full-time study only)
February 17	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time
March 13–17	Midwinter break in the Ontario school system (no OISE classes scheduled)
March 24	Good Friday (offices closed, classes rescheduled)
March 27	Easter Monday (offices closed, classes rescheduled)
April 1	Prior to this date pre-enrolment forms must be submitted for continuing students for both Summer Session and Regular Session. While pre-enrolment forms will be received after this, maximum enrolment may be reached in some courses before this date
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 7	Last day of lectures, Regular Session
April 10, 11	Course examinations, Regular Session

April 21*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
April 28†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1988/89 second term and full year courses. (Second term and full year course grades will be mailed to students toward the end of May)
May 20	Final deadline for SDF designation for 1988/89 first term courses to be changed to a regular grade or a failure
May 22	Victoria Day (offices closed)
June	Spring Convocation (to be announced)

* The information must be submitted to the Office of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

† Arrangements must be made through the Office of Graduate Studies, OISE, at least six weeks before this date for Ed.D. candidates and at least seven weeks for Ph.D. candidates.

‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

The Ontario Institute for Studies in Education

Established in 1965 by a special act of the Ontario legislature, the Ontario Institute for Studies in Education (OISE) is both a graduate school of education (in affiliation with the University of Toronto) and a research and field development institute in the field of education. That is, in addition to graduate instruction, basic and applied research, and development of curricular materials, the Institute is responsible for the dissemination of the results of educational studies throughout Ontario. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic inquiry than would be possible if OISE were either a graduate school or a research and field development institute alone. For graduate studies, OISE constitutes substantially the Graduate Department of Education in the University of Toronto's School of Graduate Studies. The Joint Council on Education is the cooperative Institute/University deliberative body which advises the governing boards of both institutions as to the development of programs and policies in graduate education.

The Institute is situated in the centre of Toronto adjacent to the University of Toronto campus. Toronto is an international city, with a population of over two million. The University of Toronto is the largest in Canada, attracting students – especially at the graduate level – from all over the world. The OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The R. W. B. Jackson Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the University of Toronto campus, including the Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. One of the most effective ways to achieve this goal is through the students and graduates of OISE. The Institute's full-time enrolment numbers about 680, of whom more than half are candidates for doctoral degrees. In addition, approximately 1600 students pursue degrees on a part-time basis.

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Institute Awards of Distinction

PROFESSORS EMERITI

The status of Professor Emeritus is awarded to distinguished OISE professors in order to recognize, upon retirement, colleagues who have made meritorious contributions to OISE through their particular areas of study. Three of the retirees thus far so honored are actively associated with the Institute.

E. Brock Rideout
Frederick B. Rainsberry
Cicely Watson

FELLOWS OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

The award "Fellow of the Ontario Institute for Studies in Education" is granted each year to educators of recognized high merit, in appreciation of their major contributions to education.

1973 John Darling
Florence Henderson
James W. Singleton

1974 Nora R. Hodgins
William J. McCordic
Edison J. Quick
Donald M. Graham
(posthumous)

1975 Lloyd Dennis
T. Ranald Ide
Harry Pullen

1976 John W. Boich
J. Kelvin Crossley
Walter G. Pitman

1977 David A. Clee
Robert W.B. Jackson
Norman A. Sisco

1978 Alexander Kuska
John M. Porter
Wilfred R. Wees

1979 Laurier Carrière
C. Jane Dobell
Robert Steele

1980 Madeline Hardy
Northrop Frye
George Waldrum

1981 Duncan Green
Howard Kerr
Gordon Penrose

1982 Margaret Beckingham
Harding P. Moffatt
Ruth Vernon
J. Roby Kidd
(posthumous)

1983 Clifford McIntosh
Shirley McNaughton
B. Edmund Nelligan

1984 Ruth G. Banks
William T. Newnham
John Ricker

1985 William G. Davis
Elise Grossberg
Christopher Hodgkinson
Betty Oliphant
Shirley Stokes

1986 Mavis Burke
Ron Duhamel
Lucien Perras
Mary Alice Stuart

1987 Louis Applebaum
Rev. Roger Guindon, O.M.I.
Phyllis Scott
Sybil Shack

JACKSON LECTURE SERIES

The R. W. B. Jackson Lecture Series was established as a tribute to the Institute's founding Director. The annual lectures reflect a concern for major social and educational issues and bring to OISE outstanding speakers from around the world.

1981 Shirley Williams
1982 Myer Horowitz
1983 Philip W. Jackson
1984 William G. Davis
1985 Bertha Wilson
1986 Norman Goble
1987 Johan Galtung

APPLICATION FOR ADMISSION

The Ontario Institute for Studies in Education conducts, within the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Graduate Department of Education of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Note that graduate degrees in education at OISE do not constitute certification for teaching in Ontario.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

The general requirements for admission are to be found in the section entitled "General Requirements for Degrees."

M.ED., M.A., ED.D., AND PH.D. APPLICANTS

1. For information and application forms, write directly to:

Admissions
Office of Graduate Studies
OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

All applicants must complete an application form, clearly indicating the OISE department and degree applied for, and return it to the above address.

2. Application forms should be submitted with attachments *(b)* and *(e)* listed below and arrangements should be made for submission of the remaining documentation:

(a) three official transcripts (not returnable) to be sent directly from the university to this institution, bearing marks attained, of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);

(b) $25 application fee (Canadian funds – not refundable) in the form of a certified cheque or money order payable to the University of Toronto; applicants previously registered in the School of Graduate Studies are not required to pay the application fee;

(c) where applicable, three copies of documents (not returnable) attesting to professional education, teacher certification, and experience;

(d) at least two letters of reference (not returnable) to support the application (see departmental section): use forms entitled Letter to Support Application for Admission enclosed with the application forms;

(e) a résumé (not returnable), in duplicate, indicating, in specific terms, study interests, previous career, and future goals;

(f) evidence of facility in the English language for all applicants whose mother tongue is not English and who graduated from a university outside Canada where the language of instruction was not English. This requirement is a condition of admission and must be met before leaving for Canada. Such applicants who have been recommended for admission are advised to take the test of one of the following:

English Language Institute (ELI)
University of Michigan
Ann Arbor, Michigan 48104, U.S.A.

or

Test of English as a Foreign
Language (TOEFL)
Educational Testing Service
Princeton, New Jersey 08540
U.S.A.

or

British Council
English Language Testing Service
(ELTS)
10 Spring Garden
London, England, SW1A 2BN
(applicants may also contact their
nearest British Council Office)

Passing scores of at least 92 on the ELI test, 550 on the TOEFL test, and 7.0 on the ELTS test are required.

Alternatively, if an applicant has previously completed a program of studies at a university where the language of instruction and examination has been uniformly English, success in that program, or a statement by one of the applicant's university professors, may be accepted as evidence of the applicant's facility in English.

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship. Deadline for submission of the Graduate Assistantship application form is February 1 (see page 40).

4. Application forms for all degree programs must be submitted not later than February 1 for registration in the 1988/89 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of admission can be made.

Many students accepted to a program may wish, or be expected, to commence in the 1988 Summer Session. At the time of acceptance applicants who have indicated on their application form that they wish to commence in the summer will receive Summer Session information.

5. All master's candidates in the Graduate Department of Education wishing to proceed to doctoral degree programs must apply for admission and be considered in competition with all other doctoral applicants.

6. Ed.D. applicants should note that the process of application, assessment, and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. program in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree.

7. Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and compete with all other applicants for the later session. However, it will not be necessary to pay the application fee again if application is made within twelve months from the date of previous acceptance. In some exceptional circumstances a department may wish to recommend a postponement of admission. Such postponement can only be for a twelve-month period following the date of initial acceptance. The request must be initiated by the applicant through the Office of Graduate Studies. Applicants approved for postponement should know that any changes subsequently made to the degree program requirements will be operative in the postponed program. Documents of applicants who have not previously registered at OISE will be kept on file for two years only and are not returnable.

Normally applicants can expect a decision regarding their admissibility during the latter part of April.

CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS

The pre-enrolment forms for course selection for the 1988 Summer Session and the 1988/89 Regular Session will be mailed during the week of *March 1* and must be returned before *April 1*.

This applies to courses in the first and second terms of the Regular Session.

Please note that the later the receipt of the pre-enrolment forms the more difficult it will become to get into courses of your choice. No guarantee of acceptance into either the first or second choice of courses can be given for either term. *Should you not get into any courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible admittance.*

SPECIAL STUDENTS

Occasional
Applicants interested in taking a course as a Special Student Occasional should request the Office of Graduate Studies, OISE, to send the appropriate forms. When these are submitted they should be accompanied by a statement indicating why Special Student status is requested.

Please note that University of Toronto degree students (including OISE degree students) have priority in enrolment in courses at OISE.

Prerequisite Study
Students accepted to a doctoral program may be required to undertake some prerequisite study as a Special Student. This can be taken on a full- or part-time basis.

Full-Time Study
Students interested in taking courses on a full-time basis as a Special Student and not for degree purposes should follow the application procedures for degree applicants.

See page 36 for further information.
Please note: Special Students cannot receive degree credit for courses taken under Special Student registration at the University of Toronto.

Documentation submitted to the Office of Graduate Studies cannot be returned to the applicant.

REGISTRATION

Summer Session registration takes place on July 4 and 5, between the hours of 9:30 a.m. and 12:30 p.m. and 2:00 p.m. and 4:30 p.m.

Regular Session registration for full-time students takes place from September 7 through September 9 from 10:30 a.m. to 12:30 p.m. and from 2:30 p.m. to 3:30 p.m.; also from 10:30 a.m. to 12:30 p.m. between September 12 and September 20. Part-time students register between September 12 (Monday) and September 20 (Tuesday). The Office of Graduate Studies will be open from 3:30 p.m. until 5:30 p.m. for this purpose. *Please note* that thereafter the Office will revert to normal office hours (10:30 a.m. to 5:00 p.m.).

COURSE DEFINITIONS

Six half-courses ordinarily constitute a full-time program in the Regular Session (typically three in each term). Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours. A full course normally meets for two terms. Two half-courses constitute a full-time program in Summer Session; each half-course normally meets for six hours a week.

DEFINITION OF FULL-TIME ATTENDANCE

Students in full-time attendance must limit their total employment to an average of ten hours a week per term and must be geographically able to visit the campus regularly. A student may be in full-time attendance, by personal choice, without being in required residence. Required residence, on the other hand, implies full-time attendance.

PART-TIME STUDY/AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1988/89 Regular Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes may pursue one of the following patterns of study: *(a)* one half-course in each of the two terms; *(b)* two half-courses that run for the full year; *(c)* one full course that runs for the full year; or *(d)* where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. Those employed less than full-time may be able to take more than two half-courses in the Regular Session, providing a statement is submitted by the employer regarding the hours of employment. For instance, a student working up to twenty hours a week could undertake four half-courses in the Regular Session, but no more than two half-courses in a term.

STUDY IN SUMMER SESSION

While *April 1* is the last date for students continuing in the same degree program to submit applications for pre-enrolment in the Summer Session, students would be well advised to pre-enrol before that date since enrolment in most classes is limited. On this account, *March 1* to *April 1* has been established as a period for pre-enrolment for the Summer Session.

February 1 is the deadline for new applicants who plan to begin their program in either summer or fall. While applications will be received after this date, no guarantee of admission can be made.

Students may enrol for not more than two half-courses in any one Summer Session. Since this constitutes a full-time course load, a student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week may undertake one half-course if the class hours can be accommodated along with the working hours, providing a statement is submitted by the employer regarding the hours of employment.

See Academic Calendar for appropriate grade deadlines and mailing dates.

OFF-CAMPUS COURSES

OISE offers off-campus sections of some courses in a variety of Ontario locations (for example, Kitchener, Peterborough, Hamilton).

Students applying for off-campus studies should be aware that although OISE endeavors to offer as many off-campus courses as possible, a commitment to offer courses in any one site each year is not always possible. Therefore, it is important for off-campus applicants to understand that they may be obliged to come on campus for more than the two obligatory on-campus courses noted below.

Some off-campus courses are offered in the distance education mode. Students will be expected to attend at least two face-to-face workshops with their instructor (one at the beginning and one at the end of the course) at a designated site, either in or close to their home area. In between these workshops, students work in local sites and communicate with their instructor in scheduled telephone-based classes, or in asynchronous computer-based seminars. OISE supplies expertise and audio equipment, but with classes needing computers students must supply their own computers or have regular access to one. Where appropriate, students in different geographic areas may be linked via an audio-conference bridge to enhance class interactions.

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections of this Bulletin.

On-Campus Requirements

All part-time off-campus M.Ed. degree students are required to complete at least two half-courses on campus in Toronto. Part-time M.A. students must take a minimum of one-half of the course requirements on campus. Part-time Ed.D. students are required to take at least four half-courses on campus.

Admission Procedures

New part-time degree applicants and part-time Special Students should contact their local OISE Field Centre (see page 17) for application forms. In areas of the province not served directly by a field centre, contact should be made with the Office of Graduate Studies at OISE. Admission procedures are the same for all students and are outlined on pages 11 to 13. Applications for new students should be submitted by February 1.

Continuing part-time off-campus degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

Registration
Part-time off-campus students *who have already been admitted* to a degree program register by mail. A fees form will be mailed to the student when all admission conditions have been met. Please refer to registration materials which are mailed to the student each year for appropriate dates and procedures. *M.A. students please note* that registration takes place through the School of Graduate Studies at the University of Toronto and the Office of Graduate Studies, OISE. See registration materials for appropriate dates and procedures.

In the off-campus program, there is a risk that a course may be cancelled if there is no evidence of adequate enrolment.

Note: Off-campus students taking courses in Toronto must register in the Office of Graduate Studies on the night of their first class in the Regular Session and during the registration period in the Summer Session.

Off-Campus Library Services
The R. W. B. Jackson Library makes available, either directly or through the local field centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through interlibrary loan.

DEFINITION OF RESIDENCE

All doctoral and some master's programs require a specified period of residence, the purpose of which is to encourage students to gain insight and intellectual stimulation from the university environment. To fulfil the residence requirement a student must be in full-time attendance for the time specified as the period of residence, and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. (See item *(e)*, page 32, under Master of Arts, program of study, for master's programs requiring residence.) Residence requirements can be fulfilled only through two consecutive terms of the regular academic session (i.e., the first term – September through December – followed by the second term – January through April – in the same session, or the second term in one session followed by the first term in the next session). Summer Session cannot count for residence credit.

Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar).

MATERNITY LEAVE FOR GRADUATE DEGREE CANDIDATES

OISE students may apply to the Office of Graduate Studies, OISE, for a one- to three-term maternity leave, during their program of study. Summer is not considered as a term for purposes of leave. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Where possible, the start and finish of the leave should coincide with the start and end of the term.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, there exists a formal appeal procedure within OISE for registered students.

The student appeals process consists of four levels: The first level involves dialogue with the immediate source of the disagreement (typically within the department). If the appellant is not satisfied, a formal appeal can be made to the appropriate department or unit. If the appellant is still not satisfied, a formal appeal can be made to the Degrees and Appeals Subcommittee of the Graduate Studies Committee (GSC) through the Executive Head of Graduate Studies, OISE. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies within six months of the decision being appealed and having been communicated in writing to the appellant. Should the problem still not be resolved, a final appeal may be taken by the student to the Governing Council's Academic Appeals Board of the University of Toronto in accordance with its guidelines and procedures within ninety days.

Further information on the appeals procedures is available from the Office of Graduate Studies, OISE (ext. 2650), or from a department chairperson. See also the School of Graduate Studies Calendar 1987/88. At any stage, students have the right to appeal to the Office of the University of Toronto Ombudsman, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone 978-4874).

POLICY ON ACADEMIC SANCTIONS FOR STUDENTS WHO HAVE OUTSTANDING UNIVERSITY OBLIGATIONS

Statements of results or official transcripts of record, or both, will not be issued if students have not paid, in full, university fees, housing dues, library fines, bookstore debts, or health service charges.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates and Special Students obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). A fee of $3.00 is charged and $1.50 for each additional copy, if ordered at the same time. (At least one week should be allowed for processing purposes.) Regular Session grades are not issued until mid-February for first term courses and mid-June for full year and second term courses; grades for Summer Session courses are not issued until toward the end of October.

FIELD SERVICES

FIELD DEVELOPMENT

The purpose of OISE's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE's Office of Field Services and Research administers seven regional field centres, and in cooperation with the Faculty of Education at the University of Western Ontario operates the OISE/UWO Educational Leadership

Centre. The Centre for Principal Development, housed in the Department of Educational Administration, has also some field development responsibilities.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. But OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies (by helping with the development of off-campus courses) and to research and development (through local research projects). Joint projects are increasingly common, with the Office of Field Services and Research helping the Office of Graduate Studies develop programs to meet local needs, and with field centres working on major research projects.

The functions of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff – generally not more than two or three people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have a widespread influence in their regions. Some examples of field centre activities are: design of learning activity packages; complex intellectual skills training; continuing education evaluation; longitudinal evaluation of student achievement; K–6 environmental studies; curriculum implementation through the use of a coaching model; developing curriculum resource documents; writing assessment; and implementation of programs with emphasis on the role of the principal.

FIELD CENTRE LOCATIONS

The following is a list of the seven field centres throughout Ontario and the Educational Leadership and Principal Development centres. All centres are engaged in research and development activities. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Centre for Principal Development
OISE
252 Bloor Street West
Room 7-234
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 2622

The major focus of the Centre for Principal Development is planned educational change and the principal's role in school improvement. The main functions of the Centre are research on different aspects of its major focus, the design of pre-service and in-service programs, and field work and consultation based on the Centre's research program.

Midnorthern Centre
Prince Charles Public School
296 Van Horne Street
Sudbury, Ontario P3B 1H9
Telephone: 705-674-8442

Curriculum, Higher Education, Sociology in Education

The Midnorthern and Northeastern Centres are currently acting as a combined unit with one Head. Problems in practice are approached from an interdisciplinary perspective that includes sociological and psychological analysis, and the use of formal curriculum design and implementation procedures. Current areas of interest are: French Immersion; minority concerns; early childhood curricula; programs for gifted students; and innovative teaching for complex knowledge and skill objectives. Where demand exists, Centre staff teach off-campus courses in their areas of specialization.

With the appointment of a senior Franco-Ontarian academic staff member in September 1987, the Midnorthern/Northeastern Centres now offer services to French-speaking educators in the combined region. These include graduate education courses conducted in French, student assessment, and communicative approach implementation.

Midwestern Centre
Victoria School
25 Joseph Street
Kitchener, Ontario N2G 1H9
Telephone: 519-579-0780

Educational Administration, Special Education

The work of the Midwestern Centre focusses on the various aspects of the CRDI cycle (curriculum review, development, and implementation) and in designing professional development strategies to enhance practitioners' curriculum process skills. The Centre works collaboratively to design and deliver professional development programs congruent with the needs of the client. Centre faculty are also involved in teaching general curriculum off-campus courses.

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558

Curriculum, Educational Administration

The Niagara Centre's work is primarily in two areas: the CRDI cycle (curriculum review, development, and implementation) and counselling/career decision-making. The Centre attempts to work collaboratively with boards of education and educational agencies in addressing these areas as well as projects in staff development and values education. The Centre is involved in both off-campus and on-campus teaching. Centre faculty teach courses in general curriculum, social studies education, the holistic curriculum, counselling, and career planning.

Northeastern Centre
King George Public School
550 Harvey Street
North Bay, Ontario P1B 4H3
Telephone: 705-472-6611

Adult Education, Curriculum, Educational Administration, History and Philosophy of Education (see the Midnorthern Centre)

Northwestern Centre
Lakeview High School
285 Gibson Avenue
Thunder Bay, Ontario P7A 2J6
Telephone: 807-344-5764

(No course offerings at this time)

The Northwestern Centre focusses its work on the general areas of the Curriculum Cycle (development, implementation, evaluation) and professional development. The present emphasis within this focus is the identification of skills required by principals and department heads in the performance of their roles as curriculum leaders. Centre faculty work with boards of education to design strategies to help people in these roles acquire the necessary curriculum leadership skills. The use of coaching as an implementation and professional development strategy is an additional focus for much of this work.

Ottawa Valley Centre
60 Tiverton Drive
Nepean, Ontario K2E 6L8
Telephone: 613-224-0561

(No course offerings at this time)

The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. A major activity of the Centre has been and remains development of strategies and resources for student assessment, for example through OAIP, development of the writing folder and alternative assessment strategies in English, and advice on policy and practices in assessment for school systems both within the region and outside. A second major focus is the dropout problem in secondary schools, and the Centre is active on three projects related to this issue – in the region and provincially, and for both French and English schools.

The Centre actively cooperates with the Regional Office of the Ministry of Education in curriculum development and implementation and regional task forces. Other areas of special interest to Centre faculty are resource development in sentence combining in English, anglais, and français, values education, and student assessment.

Trent Valley Centre
Box 719
150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827
Curriculum, Educational Administration, Higher Education

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' complex intellectual skills, the use of implementation profiles for school change, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs, mainly in Curriculum and Educational Administration, with a special interest in programs designed in collaboration with school systems to improve school practice.

OISE/UWO Educational Leadership Centre
Althouse College
University of Western Ontario
1137 Western Road
London, Ontario N6G 1G7
Telephone: 519-661-2091
(No course offerings at this time)

It is recognized that the quality of education is directly related to the quality of the leadership provided in a school system. The key leadership role is that found in the principalship. A major purpose of the OISE/UWO Educational Leadership Centre is to provide a base from which educational leaders in this province can pursue studies of their role, their effectiveness, and their leadership skills. The focus of the Centre is on the identification and training of aspiring principals and the development of practising principals.

The program of the Centre is multifaceted. It includes the following resources: (1) continuing education; (2) research and development; (3) an assessment centre; (4) field services; and (5) a visiting educators program.

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function – to foster improvement in Ontario education and to complement the academic programs of departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program. Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in education in the world, consisting of a multitude of projects of varying size and content. Findings of completed studies are often published by the Institute or by the sponsoring agency, or appear in journals produced by the Institute (*Interchange, Curriculum Inquiry, Orbit*) or in other publications. OISE Research Reports can be found in the R. W. B. Jackson Library.

The Office of Field Services and Research has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: *(a)* the internal review of project proposals; *(b)* negotiation of contracts and grants, and administration of externally funded projects; *(c)* provision of information services, consultation related to external funding, and assistance with project design; and *(d)* administration responsibility for the six internal research and development centres listed below.

Students may participate, where appropriate, in both internally and externally funded projects.

INTERNAL R & D CENTRES

The departments listed after each of the following centres are currently offering graduate studies programs that are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the centre in OISE.

Modern Language Centre
Head: Merrill Swain
10th floor, OISE (Curriculum)
The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum and materials development, second-language teaching and learning, heritage language issues, and communicative language test development. The Centre houses a resource library for second-language pedagogy, with dessemination and consultation services on language teaching and related research. It also houses the National Heritage Language Resource Unit.

Educational Evaluation Centre
Head: Leslie D. McLean
11th floor, OISE (MECA)
The research and development program of the EEC has included assessment of student achievement in Ontario and evaluation of human resource development programs in China. Current projects include studies of computer conferences, advanced computer applications, and new approaches to mathematics teaching and learning. The EEC maintains a resource library on evaluation topics and an extensive collection of tests, provides advice on problems of program and student evaluation, and issues newsletters of interest to people working in the area of evaluation.

Franco-Ontarian Centre
Head: Monica Heller
6th floor, OISE (Curriculum, Sociology in Education)
The FOC conducts research relating to the specific needs of the French-speaking students and educators of Ontario. Current projects focus on description of French used in the Franco-Ontarian minority setting, on ethnography as pedagogy in language and cultural enrichment activities (Français-Anglais) across the curriculum, on Franco-Ontarian students' access to postsecondary education and to the job market, on instructional strategies in French-language classrooms, and on ethnographic studies of the role of schools in the maintenance of French language and culture. In addition, the FOC provides direct services to schools and boards, which are coordinated through the FOC field development and dissemination project, and is also engaged in developing OISE's French-language graduate services.

Centre de recherches en éducation franco-ontarienne
Directrice : Monica Heller
6e étage, IEPO (Départements de curriculum et de sociologie de l'éducation)
Le CREFO effectue des recherches qui répondent aux besoins particuliers des étudiants et des enseignants francophones de l'Ontario. Les recherches en cours traitent du français en milieu minoritaire franco-ontarien ; de l'ethnographie comme outil pédagogique (Français-Anglais) de l'enseignement de la langue au moyen d'activités relatives à toutes les matières du programme, et enrichissantes du point de vue culturel ; de l'accès des élèves franco-ontariens aux études postsecondaires et aux professions et métiers non traditionnels ; de l'enseignement efficace dans les écoles de langue française ; et de l'étude ethnographique du rôle de l'école dans le maintien de la langue et de la culture françaises. De plus, le CREFO offre des services aux écoles et aux conseils scolaires ; la coordination de ces services est assurée par l'étude de développement régional et de diffusion. En outre, le CREFO s'est engagé à mettre sur pied, au nom de l'Institut, des services en français à l'intention des étudiants francophones inscrits à l'un des programmes d'études supérieures de l'IEPO.

Centre for Applied Cognitive Science
Head: Marlene Scardamalia
9th floor, OISE (Applied Psychology, Curriculum, MECA, Special Education)
Through a number of research and development projects the CACS explores cognitive processing in a variety of content domains and is characterized by attempts to integrate contributions from a number of fields, including computer science, linguistics, philosophy, psychology, and clinical and educational practice. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology. The Centre holds a seminar series and produces occasional papers for researchers and practising educators. There is a focus in graduate studies available in applied cognitive science (see section "Interdisciplinary Focuses in Graduate Studies").

Centre for Women's Studies in Education
Acting Head: Paula Bourne
8th floor, OISE (Administration), and 6th floor (Resources Centre)
The Centre conducts, promotes, and disseminates research in women's studies. Six projects currently participate in this work in the Women's Educational Resources Centre (on the 6th floor): the periodical *Resources for Feminist Research/ Documentation sur la recherche féministe,* Canadian Women's Indexing Group, Women and Unemployment Insurance Policy, OSIS Sex Equity Project, Parent Tutoring of Learning Disabled Children, and Ontario/Quebec Teachers. Students may participate in all projects as graduate assistants or as volunteers. CWSE also welcomes visiting scholars who are working in women's studies and consults with educators outside the Institute in this and related areas. Speaker series feature speakers from outside the Institute, and lunchbag seminars feature OISE students' and researchers' work in progress. The Centre Newsletter provides information about activities of interest within and outside the Institute. For further information regarding graduate studies in the area, see the "Interdisciplinary Focuses" section for Women's Studies in Education in this Bulletin and the Department of Sociology in Education section under Focus on Feminist Studies and Gender Relations.

Centre for Executive Studies
Head: Donald Musella
7th floor, OISE (Educational Administration)
The primary objective of the Centre is to conduct research and development and professional development activities. One of the major projects currently under way, Understanding School System Administration, focusses on the role of the chief executive officer of school systems in Ontario.

Student Services and Facilities

THE R. W. B. JACKSON LIBRARY

The Institute Library houses a collection of 650 000 items specializing in education, with growing strength in related social sciences and humanities. Included are extensive reference materials and some 4400 serial titles. There are complete microfiche holdings of the ERIC and ONTERIS document series.

Reference staff are prepared to acquaint students with broad aspects of service, and to advise them regarding sources of information for particular projects, including new information sources and new on-line information services. Students should plan to devote some time to becoming aware of the range and potential of these for their work.

Interlibrary loan service provides access to library materials not held in central Toronto locations.

The Curriculum Resources Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. The Microcomputer Service provides a room for the use of microcomputers, and educational and other software as an extension of curricular materials. Individual and class consultation is provided to users of the CR materials.

The Audiovisual Library has a varied and extensive collection of films, filmstrips, and audio- and videotapes, which are used in courses and seminars. Films may be booked for preview as well as for class use.

Some holdings do not appear in the main catalogue. The collection of Ontario textbooks of the nineteenth and twentieth centuries is listed in a microfiche catalogue. There is a list of holdings for the Paulo Freire Resource Collection and for the J. Roby Kidd Collection.

Individual carrels on the mezzanine floor are reserved for use of OISE students, who should apply for them at the Circulation Desk. Open carrels on the first and second floors are available to all Library users. In-library copying is provided with coin-operated photocopiers and microfilm/fiche reader-printers. Copy cards are also available for photocopiers.

Guides to general and special services and parts of the collection are issued and updated periodically. A fifteen-minute videotape introducing the R. W. B. Jackson Library collection and services is available on the second floor. Special orientation for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources and services of the University of Toronto Library are also available to graduate students registered in Education. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Students wishing to use campus holdings should check hours of service and access/borrowing policies at the Reference Desk in the OISE Library. The OISE Library has a microfiche catalogue indicating central University of Toronto Library holdings and those of most campus libraries.

INSTRUCTIONAL RESOURCES DEVELOPMENT UNIT

OISE's Instructional Resources Development Unit offers a wide range of services and consultation to the OISE community.

Consultation services include the design and production of multimedia resource-based materials for on-campus and off-campus and distance mode classes; audio conferencing for courses, seminars, and meetings; and advice on teaching strategies and the effective use of audio/visual materials and equipment. Technical services include audio/video tape duplication and production; audio conferences; graphics and text design and production for print manuals, kits, overhead transparencies, slides, etc.; photography; equipment loan; and a screening room for viewing of audio/visual programs.

For more information regarding procedures and rates, contact IRDU staff on the fourth floor, north end.

COMPUTING SERVICES

A wide range of facilities is available to staff and students to meet their needs for learning about computers and for carrying out computing work.

The most important applications of the academic computing resources are:

—Academic word processing for reports, papers, theses, etc., and publication production, graphics, and design;

—Statistical analysis of research data, experimentation with statistical methods, and analysis of textual and qualitative data;

—Academic communication within the Institute and around the province and the world;

—Learning about and experimenting with educational applications of computers, for schools, for OISE, for adults.

The OISE computer systems are linked to the NETNORTH network of Canadian university computer centres, to BITNET, which has nodes around the world, and to ECNO, the network of Ontario school boards.

The Computing Services Group operates three linked VAX-11/750 computers. One is designated for statistical applications, with an extensive library of statistical programming systems, such as SPSS and SAS, as well as special programs and equipment for statistical graphics; the second VAX is primarily used for text processing and communication in connection with faculty and staff research; and the third is designed especially for students writing dissertations. A fourth VAX-8250 has been installed in the network to computerize the OISE library collection. Xerox laser printers provide high-quality printed output, and Sun workstations provide additional text-formatting power. More than seventy interactive terminals are located throughout the Institute, and microcomputers (mostly DEC Rainbows and IBM clones) are located in each department and in a microcomputer classroom; these can be used as terminals or for independent data and text processing. A graphics production laboratory provides Macintosh equipment for specialized graphics and publication work.

For purposes of instruction, demonstration, and research in computer applications in education, microcomputer facilities are available in various academic departments and in three special areas: (1) a software development assistance centre, SDAC, providing access to Ministry of Education grant-eligible microcomputers, including the Ontario designed and built ICON, (2) an instructional and courseware demonstration area located in the Library and equipped with Apples and other microcomputers and a large software collection, and (3) an advanced computing laboratory, with Xerox artificial intelligence workstations, operated in cooperation with the Centre for Applied Cognitive Science.

Short non-credit courses in the elements of computing, including the use of statistical packages, programming, text editing and text formatting, and microcomputers, are offered.

The Ontario Educational Data Archive provides a bank of small data sets used in instruction as well as some major data sets that are available for secondary analyses.

Consultation on research design and data analysis is available from the Computing Services Group and the MECA Consulting Service. Custom programming, preparation, and analysis of research data are available on a chargeback basis.

OISE PRESS

OISE Press publishes a range of books, kits, and journals for the education sector. The Press's publications are distributed through the Bookstore, on the second floor, and by mail order.

The Press also provides production coordination, editing, design, typesetting, and label services to the Institute on a chargeback basis.

THE CAREER CENTRE

The Career Centre of the University of Toronto at the Koffler Student Services Centre, 214 College Street, provides career planning and employment-related services to students and recent graduates on an individual or group basis. Appointments with a career counsellor can be made by calling the Centre. Career planning courses and seminars to assist students in the job-hunt process are offered on a regular basis. Graduate students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students who are completing graduate degrees and are seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier kept on file at the Centre.

LIVING ACCOMMODATIONS

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are open to a limited number of graduate students. For the Regular Session the fees for room and board are approximately $4400. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are served through the Summer Session at Hart House and at New College at nominal rates; all students are entitled to be admitted.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service Office, University of Toronto, Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5S 1A1 (telephone 978-8045). While off-campus housing of this nature is not subject to University regulation, every effort is made to have information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

The following residences are all on or adjacent to the University campus. Applications should be directed to the office indicated in parentheses. An asterisk indicates that places are available in the summer only; a dagger, that places are available in the Regular Session only. All telephone numbers are in the 416 area code.

Men

Devonshire House* (Residence Steward's Office)
3 Devonshire Place, Toronto,
Ontario M5S 2C8 (tel. 978-2515)

Wycliffe College (Dean of Residence)
5 Hoskin Ave., Toronto, Ontario
M5S 1H7 (tel. 979-2870)

St. Michael's College* (Mr. M. Winter)
81 St. Mary St., Toronto, Ontario
M5S 1J4 (tel. 926-7131)

Women

Loretto College* (Sister Helen Wheater)
70 St. Mary St., Toronto, Ontario
M5S 1J3 (tel. 925-2833)

Men/Women

Campus Co-operative Residence Inc.
395 Huron St., Toronto, Ontario
M5S 2G5 (tel. 979-2161)

Knox College† (Bursar)
59 St. George St., Toronto, Ontario
M5S 2E6 (tel. 978-4502)

New College* (Dean of Women)
40 Willcocks St., Toronto, Ontario
M5S 1C6 (tel. 978-8875)

New College* (Dean of Men)
21 Classic Ave., Toronto, Ontario
M5S 2Z3 (tel. 978-2464)

Massey College (Bursar)
4 Devonshire Place, Toronto,
Ontario M5S 2E1 (tel. 978-2892)

Sir Daniel Wilson Residence*
(Mr. Robert Durndle)
73 St. George St., Toronto, Ontario
M5S 2E5 (tel. 978-2520)

St. George Graduate Residence
(Secretary)
321 Bloor St. W., Toronto, Ontario
M5S 1S5 (tel. 978-4885)

Tartu College
310 Bloor St. W., Toronto, Ontario
M5S 1W4 (tel. 925-9405)

Trinity College* (Bursar's Office)
6 Hoskin Ave., Toronto, Ontario
M5S 1H8 (tel. 978-2523)

Whitney Hall*
85 St. George St., Toronto, Ontario
M5S 2E5 (tel. 978-2532)

Married Students' Accommodation

Married Students Apts.
30 & 35 Charles St. W.
(Ms. Ellen Giles,
University Housing Service,
Koffler Student Services Centre,
214 College St., Toronto, Ontario
M5S 1A1; tel. 978-8049)

Campus Co-operative Residence, Inc.
395 Huron St., Toronto, Ontario
M5S 2G5 (tel. 979-2161)

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4732 for information on recreation activities and fitness testing. For locker information telephone 978-4747.

Each aspect of life in Hart House is governed by committees composed of students, who hold the majority of seats, and alumni and faculty. Committee members make all decisions pertaining to their areas of interest and are responsible for carrying out their activities. All students are entitled to stand for election and to vote during spring elections.

Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

HEALTH SERVICES

Clinical, psychiatric, and sports injury services are available at the Medical Clinic, Koffler Student Services Centre, 214 College Street (2nd floor, enter by St. George) (978-8030), the Psychiatric Division (978-8070), and the Sports Injury Clinic in the Warren Stevens Building (978-4678).

The Medical Clinic and Psychiatric Division are open between 9:00 a.m. and 5:00 p.m. Monday through Friday year round. The Sports Injury Clinic is open from 4:30 to 6:30 p.m. Monday through Friday during the academic term. Medical advice of a non-urgent nature is available outside Health Service hours (nights, weekends, and holidays) by calling 978-8030; your name and telephone number will be relayed to a physician on call.

Students from outside Canada are advised to apply for the Ontario Health Insurance Plan (OHIP) as soon as they arrive in the province. Application forms are available at the Health Service. The applicant should attach a copy of his/her student authorization to the application form.

Out-of-province students, if they are not covered by their own provincial plan, should also apply for OHIP as soon as possible. Premium assistance is available to students who have been residents of Ontario for twelve consecutive months, but foreign students who must show proof of being self-supporting are advised not to apply for this assistance except in extraordinary circumstances. Uninsured persons are responsible for the cost of medical care.

DAYCARE

Kidspace Inc. Day Care is a non-profit centre which provides daycare for staff, students, and faculty at OISE. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department.

Kidspace is located on the ground floor of OISE, opposite the auditorium. For more information, drop in or telephone 926-4702.

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation. In addition, within the Comparative, International, and Development Education focus, a number of courses are offered which deal specifically with education in non-Canadian societies.

The University of Toronto International Student Centre, at 33 St. George Street, offers services and facilities to international students. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to Gaye Fuller in the Office of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE is the official student government at the Institute.

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The Association promotes and coordinates activities of students in the various departments and decision-making bodies of the Institute. The GSA initiates and sponsors cultural and social events of interest to OISE students.

The GSA is an affiliate body of the Graduate Students' Union of the University of Toronto.

OISE students have full access to student services and facilities provided by the University of Toronto. Services include the Athletic Centre, Legal Aid, and Ombudsman as well as Hart House, the Career Centre, Health Services, and the International Student Centre described above. The GSA Office is located on the 10th floor, Suite 200. The executive keeps office hours Monday to Thursday – telephone 923-6641, ext. 2728. Please check notice on office door for precise hours. Visitors are encouraged to leave a message in order to set up an appointment.

INTERNATIONAL STUDENTS' ASSOCIATION (ISA)

The ISA is an affiliate body of the GSA. It looks into the specific needs of the international students. The ISA is represented on the GSA General Council. Please feel free to drop by at the Association's office, 10th floor, Suite 200.

General Requirements for Degrees

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an outline of the general requirements for the various graduate degree programs as they apply in the Graduate Department of Education. While the general requirements for each degree program are in this section, it should be noted that individual OISE departments within the Graduate Department of Education may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Graduate Department of Education considers necessary. Further, the Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission within the Graduate Department of Education at the University of Toronto.

The equivalence of foreign degrees is determined by consideration of the total length of program of study (primary through university) as well as the quality and content of postsecondary study and its relevance to the proposed area of graduate study.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the undergraduate degree for admission to the School of Graduate Studies as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented and presented as part of the application.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with mid-B standing or better in the final year and deemed acceptable to the Graduate Department of Education. (Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also.

Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required either within the degree program or prior to admission. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of academic ability and intellectual achievement and contributions to the field of education. Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with reference letters, must be part of the application.

(b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

(c) At least one year of relevant successful professional experience.

(d) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will select one of the three possible options (see section *(a)* below) and be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While a student may change the home department en route to the degree, such change may result in a lengthened program.

M.Ed. degree students who commenced their program prior to July 1, 1986, should follow the degree requirements outlined in the OISE Bulletin 1985/86.

The general requirements for the M.Ed. degree, for students commencing their program after July 1, 1986, are as follows:

(a) Three different options are available to students wishing to obtain an M.Ed. degree, although not all three are available in each department

(I) Coursework only option – ten half-courses plus a comprehensive examination/requirement;

(II) Research Project option – eight half-courses plus a research project or a major research paper;

(III) Thesis option – six half-courses plus a thesis.

Departmental specialization within the M.Ed. degree program requires a minimum of half the courses to be taken in the home department unless otherwise stated in the departmental section of this Bulletin. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the half-courses.

(b) Full-time study, though desirable, is not required (except in one of the Counselling programs within Applied Psychology, see page 81). Option I, the Coursework only option, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Option II, the Research Project option, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. Option III, the Thesis option, if pursued on a full-time basis, cannot be completed in less than one Regular Session. Fully employed part-time students are permitted to enrol for no more than two half-courses in a Regular Session. (See page 14.)

(c) If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will terminate.

(d) Applicants who have credit for graduate courses in education beyond that which is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another completed degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of

the required work may be taken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here.

(e) Courses taken at another university and credited to a degree program here will not reduce the fees required.

(f) A candidate in the M.Ed. program prior to July 1, 1986, who has completed the attendance requirements for the final course in the program but has not completed the course requirements within the same university calendar year must re-register and pay any required post-program fee.

Please note that the details of the three options are outlined where appropriate in the departmental sections of this Bulletin.

See note on page 32 regarding choice of master's program.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE departments. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name an OISE department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program in terms of the options offered in the home department. All courses taken in a degree program must be approved by the faculty advisor.

To provide some measure of concentration, if not specialization, three half-courses ordinarily will be drawn from the home department. Students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses in Graduate Studies," next section.)

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is a two-year program after a four-year undergraduate degree in psychology), History and Philosophy of Education, and Sociology in Education are one-year programs after a four-year undergraduate degree in the same area of specialization.

M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally two-year programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, an applicant with a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the departments of Measurement, Evaluation, and Computer Applications and Special Education applicants with certain four-year undergraduate backgrounds such as computer science or psychology may be considered for one-year programs.

ADMISSION REQUIREMENTS

The requirements for admission to a one-year M.A. program are:

(a) Ordinarily a four-year undergraduate degree in the same area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year. (Equivalent is defined as

equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of intellectual ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission. In their absence, some additional coursework in education, or other orientation to professional education, may be required.

(b) Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

(c) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While in some OISE departments additional requirements have been established, the general requirements for the M.A. in the Graduate Department of Education are as follows:

(a) At least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the six half-courses.

(b) Students admitted to an extended M.A. program (one and one-half years) on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, if pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(c) Students enrolled in two-year M.A. programs on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(d) A thesis. All M.A. candidates must have their thesis committees officially formed no later than:

—for those who have completed their required residence or a year of full-time "in program" study, April 1 of the year following;

—for those who have undertaken their program on a part-time basis, at the completion of two-thirds of their M.A. coursework.

Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis procedures. All students using human subjects in their thesis research must have their proposals reviewed by an Ethical Review Committee at OISE.

(e) In some departments it is possible to pursue an M.A. program on a part-time basis. Should this be the case, a minimum of one-half of the course program should be undertaken on campus in Toronto. One academic year of full-time resident study is required in the departments of Applied Psychology (two years in School Psychology), Curriculum, Higher Education, and Measurement, Evaluation, and Computer Applications. Where residence is required it may be possible in some departments for courses to be taken on a part-time basis, but the residence requirement must be fulfilled at some point within the time limit of the degree.

(f) Candidates admitted *after July 1, 1986,* to the one-year M.A. degree program (six or eight half-courses and a thesis) must complete satisfactorily all requirements within five years of the date of first enrolment in the degree program. All requirements for the extended M.A. degree program (ten or twelve half-courses and a thesis) must be completed satisfactorily within six years of the date of first enrolment in the degree program.

Candidates who began an extended M.A. degree program *prior to July 1, 1986,* follow the previous rules: that is, the five-year candidacy calculation begins on the date of registration in the session in which the first of the last six courses was taken.

(g) Applicants who have credit for graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Such course credit, if granted, will not reduce the fees.

Note: Since there are two master's programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; M.A. candidacy and M.Ed. candidacy are not interchangeable. Only in exceptional circumstances will a request for transfer between the two master's degree programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Education, or equivalent, with high standing, in the field of specialization proposed at the doctoral level. (Further documentation may be required to establish equivalence.)

(b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(c) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the

Ontario educational system, it is anticipated that an interview will be conducted.

(d) Ordinarily, one year of professional preparation for education.

(e) Successful professional experience in education, or in a relevant field.

(f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for Theses, QRP's and Orals.*

(g) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

(h) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While additional requirements have been established in some OISE departments, the general requirements for the Ed.D. in the Graduate Department of Education are as follows:

(a) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the first term – September through December – followed by the second term – January through April – in the same session, or the second term in one session followed by the first term in the next session).

(b) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree in the same area of specialization, or the equivalent. Upon the recommendation of the home department, candidates commencing the degree program on a full-time basis could add any prerequisite courses to their program. Otherwise, prerequisite courses must be undertaken as a Special Student in the Graduate Department of Education. Graduate courses taken under other auspices *before* Ed.D. candidacy cannot be credited toward the Ed.D. program.

Typically, the Regular Session full-time course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence and, where required, to take the comprehensive examination. The remaining courses may be taken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

Please note that a minimum of four half-courses are required to be taken on campus in Toronto. An eight half-course Ed.D. program should include at least four half-courses with specialization in the home department except as otherwise stated in departmental program descriptions.

(c) Candidates commencing the Ed.D. program after July 1, 1986, in the departments of Applied Psychology (Counselling Psychology 2), Curriculum, Educational Administration, Higher Education, and Measurement, Evaluation, and Computer Applications (MECA) will be required to take a comprehensive examination during the program. Candidates commencing the Ed.D. program in the Department of Adult Education after July 1, 1987, will be required to take a comprehensive examination during the program. Consult the specific department for details.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. This thesis committee must be filed by April 1 of the year following the required residence. The thesis will report the results of a study, which might address theoretical

issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis procedures. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE.

(e) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

See note on page 36 regarding choice of doctoral program.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Graduate Department of Education.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires two years of study beyond the University of Toronto M.A. degree, or equivalent, completed with high standing in the same field of specialization proposed at the doctoral level. However, in some cases admission to a three-year Ph.D. program may be approved for candidates who, although they hold a master's degree, are changing fields of specialization or require further preparatory work.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Education or equivalent, with high standing, for admission to the Ph.D. program in the same area of specialization.

If a candidate's acceptance into the two-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by early October. A candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See Dual Registration Fee, page 38.) The intention of permitting dual registration is to allow the student who cannot convocate in the fall, because of only minor technicalities on the M.A. thesis, to commence the Ph.D. program (courses and residence) in September. Dual registration is not intended for candidates who have a major portion of their thesis to complete. Under no circumstances will a candidate be permitted to continue to hold dual registration beyond the middle of January.

(b) Holders of master's degrees other than the OISE M.A. in the same area of specialization as proposed at the doctoral level must submit further evidence of scholarly proficiency satisfactory to the Graduate Department of Education and to the admission committee in the OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals.*

(c) A holder of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis or a research project, the OISE department may require a Qualifying Research Paper (QRP), which must be completed before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals*.

(d) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must declare the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While additional requirements have been established in some OISE departments, the general requirements for the Ph.D. in the Graduate Department of Education are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Education or equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two years will be consecutive. A request to interrupt these two years after completion of one year would have to be made in writing, outlining the reasons for the request, to the Office of Graduate Studies, OISE. It should be noted that if the request is granted, the length of degree candidacy would not be increased. Such interruption is granted only under exceptional circumstances and for one year only. An inactive fee for the year of interruption will be charged. (See page 38.) Reinstatement cannot take place until this payment has been made. Please note that all course deadlines pertain to the rules of the year in which the student was last fully enrolled; being granted inactive status does not relieve the student of responsibility for meeting the appropriate deadlines for courses previously undertaken.

(b) A major subject (normally four half-courses or equivalent) in the student's home department.

(c) Two minor subjects (normally two half-courses each, or equivalent), one of which may be taken in another graduate department of the University of Toronto. At the time of outlining the course program, an umbrella title must be provided if a minor is composed of two half-courses from different departments. The program as outlined in *(b)* and *(c)* requires a minimum of six new half-courses; the student's letter of acceptance will indicate how many new courses are required. Credit for one minor may be given for a relevant master's degree, but such credit does not reduce the number of new courses required in the program. Such credit and placement in the program must have the approval of the student's faculty advisor. Typically when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus the additional courses should normally be taken within the major.

(d) Comprehensive examinations. Candidates commencing the Ph.D. program after July 1, 1986, will be required to take a comprehensive examination during the program. Consult the home department for details.

(e) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis must constitute a significant contribution to the knowledge of the field of study. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of

Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 7. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Students must file their thesis committee by April 1 of their final year of required residence. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis procedures. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE.

(f) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(g) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(h) All requirements for the two-year Ph.D. program must be completed within six years of first enrolment. All requirements for a three-year Ph.D. program must be completed within seven years of first enrolment.

Note: Since there are two doctoral programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; Ph.D. candidacy and Ed.D. candidacy are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two doctoral degree programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

SPECIAL STUDENTS

Special Students ordinarily must have mid-B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(a) for academic content purposes, etc.,

(b) for predoctoral study if the master's degree was completed with B+ standing or better and the applicant has been conditionally accepted by the OISE department,

(c) for credit toward outside professional certificates,

(d) for credit purposes at another university.

Special Students cannot receive degree credit for courses taken under Special Student registration.

Fees and Financial Support

FEES

Fees are subject to change by the Governing Council of the University of Toronto. Payment must be accompanied by a fees invoice. Payment may be made by either certified cheque or money order, in Canadian funds, payable to the University of Toronto and sent to the Fees Department, 215 Huron Street, Toronto, Ontario M5S 1A1. Payment may also be made at any branch of the banks specified on the fees invoice.

Fees are formulated on the basis of the length of program and are known as the "program fee." In addition, students who have paid the required program fee and completed residence (where applicable) but have not completed other requirements for the degree must register annually and pay a fee known as the "post-program fee." The following sections provide further information.

PROGRAM FEE

There are minimum degree costs according to the length of program as defined in the letter of admission. Fees are assessed on this basis and charged according to whether students are registered on a full- or part-time basis. Courses undertaken at another university and credited to a degree program here will not reduce the fees required. Where students have not paid the minimum program fee, additional fees will be charged at the time of graduation. If a student has paid more than the program fee, because of the time taken to complete the degree requirements, there will be no refund of fees.

At the time of publication of this Bulletin the fees schedule for 1988/89 is not available. Therefore, what follows is the outline of the current fees for approximate planning purposes. It must be anticipated, however, that fees will increase. The 1988/89 Schedule of Fees will be published in May 1988.

Fees are calculated on the basis of a 1 year full program fee. In the 1987/88 academic year this fee was $1500 for Canadian citizens and permanent residents (Visa Students: low fee $3115; high fee $6888).

All fees are subject to change at any time by approval of the Governing Council of the University of Toronto. The calculation of fees applicable to each program is as shown below:

*M.Ed. Degree Candidates**
The minimum program fee is equivalent to a 1.5 year program fee (plus incidental fees). Candidates who have completed the coursework but not the program requirements must re-register and pay the post-program fee. (See below.) Students who have pursued their program on a part-time basis will normally not have paid the minimum degree cost and will, therefore, be charged a balance degree fee at the time of graduation.

The M.Ed. program in Applied Psychology with specialization in Counselling 2 has required residence, which necessitates the payment of full-time fees.

Ed.D. Degree Candidates
Fees will be assessed according to the pattern of registration. However, a 1 year full program fee (plus incidental fees), must be paid in the year in which the residence requirements are undertaken. Upon completion of the residence the student must re-register and pay the post-program fee each year. (See below.)

M.A. Degree Candidates
The minimum program fee for either a six or eight half-course program is equivalent to a 1 year program fee (plus incidental fees). The ten half-course minimum program fee is equivalent to a 1.5 year program fee (plus incidental fees). The twelve half-course minimum program fee is equiv-

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* The fees outlined here do not apply to candidates who commenced the M.Ed. prior to July 1, 1986.

alent to a 2 year program fee (plus incidental fees). Moreover, M.A. candidates who have undertaken the course requirements and, where applicable, the residence requirements but have not completed the thesis must re-register and pay the post-program fee each year until all the degree requirements have been met. (See below.)

Ph.D. Degree Candidates
The minimum program fee is equivalent to a 1 year program fee (plus incidental fees) for each year of required residence. Upon completion of the residence the student must re-register and pay the post-program fee each year. (See below.)

Special Students
Full-time Special Students (see page 13) pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1 year program fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1987/88 academic year the fee for a half-course was $225 (Visa Students: low fee $467.25; high fee $1033.25).

POST-PROGRAM (RE-REGISTRATION) FEE: M.ED., M.A., ED.D., AND PH.D. CANDIDATES

M.Ed., M.A., Ed.D., and Ph.D. candidates who have completed the required residence (where applicable) and who have paid the required minimum program fee, but who have not completed other requirements for the degree, must re-register each year. If they do not, the degree candidacy may lapse. In the 1987/88 academic year, the post-program fee was $600 (Visa Students: low fee $1246; high fee $2755) plus any applicable incidental fees.

M.Ed. and M.A. candidates in programs not requiring residence who have paid the required minimum program fee must pay the post-program fee as above if other degree requirements have not been completed.

DUAL REGISTRATION FEE FOR M.A. AND PH.D. CANDIDATES

A student who has been conditionally accepted into a two-year Ph.D. program in the same area of specialization but whose M.A. degree requirements in the Graduate Department of Education have not been completed by September 30 in time for Fall Convocation may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee and must re-register (but no fee is required) as an M.A. candidate. If the student is recommended for conferral of the M.A. degree before January 24, he or she will receive Ph.D. credit for the full session. If the requirements for the M.A. degree are not completed by January 24, the Ph.D. registration will be cancelled and the student will continue to be registered as an M.A. candidate only. No residence credit toward the Ph.D. will be permitted. However, credit may be retained toward the Ph.D. for courses completed during that year. The student will be charged only the M.A. post-program fee plus appropriate incidental fees for the year in question.

INACTIVE PH.D. STUDENTS

Ph.D. candidates who have completed at least one year of residence in their Ph.D. program and who have been granted permission to interrupt the years of required full-time residence must register and pay a holding registration fee. In the 1987/88 academic year the fee was $600. Candidates will not be permitted to register until the holding registration fee has been paid. Inactive status is normally only considered for a one-year period and must be recommended by the OISE department through the Office of Graduate Studies and approved by the School of Graduate Studies.

FOREIGN STUDENT FEES

In accordance with the recommendations of the Ontario government students who are not Canadian citizens or permanent residents will be charged one of the two higher fees unless exempted on the basis of status in Canada. (For detailed information on status contact Canadian Immigration authorities.) Students who commenced programs on or before June 1, 1982, pay the lower visa fee. Students commencing programs after that date pay the higher visa fee.

All prospective foreign students will be required to have a visa, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a visa for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for a twelve-month period is $11 230 plus tuition fees. To determine living expenses for accompanying dependants, add $6730 for one dependant and add $1000 for each additional dependant.)

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full University housing dues, library fines, bookstore debts, or health service charges. At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

The Graduate Department of Education will be in communication with all M.Ed. students at some point after the degree requirements have been undertaken regarding a balance degree fee if applicable and the student's eligibility to graduate.

SUMMER SESSION STUDENTS

In the 1987 Summer Session the fee was $225 (Visa Students: low fee $467.25; high fee $1033.25) plus incidental fees. These fees will not be deducted from the total program fee in September. Fees are not charged to degree candidates who registered in the previous Regular Session either full-time for at least one term or part-time for both terms.

LATE PAYMENT FEE

A late payment fee of $35 plus $5 for each day of delay to a maximum of $85 will be assessed against any student registered in the Regular Session whose fees are not received at the Fees Department by the dates to be announced in the registration material which will be sent to the student.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one term) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July 1988. The balance of the required fees may be paid at any time but is due by January 15 without further notice and is subject to a service charge.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge calculated from September 15 and first assessed on October 15. In the 1987/88 academic year the service charge was 1.5% per month (19.56% per annum compounded).

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

STUDENT FINANCIAL SUPPORT

OISE GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, the Institute offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistants at OISE are represented by the Canadian Union of Educational Workers, Local 7 (located on the 10th floor, Suite 10-202, ext. 2568). Applications will be considered on the basis of the applicant's ability to assist in research and field development activities. Departmental recruitment needs and seniority in the bargaining unit will also be considered. All new applicants to a full-time degree or diploma program are eligible to apply. Current students continuing in the same degree or diploma program should refer to the information on the application form regarding eligibility requirements. From September 1987 to April 1988 a Graduate Assistantship carried a maximum value of $7692 (excluding 4% vacation pay) and a minimum value of $4615 (excluding 4% vacation pay). The value of the Assistantship is determined each year. Please note that the majority of students receiving Assistantships are *not* funded at the maximum level.

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees*. Payment of fees is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For further information and application forms, write to:

Admissions
Office of Graduate Studies, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

Completed applications must be received in the Office of Graduate Studies before February 1, 1988.

OISE SCHOLARSHIPS

The OISE Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Those eligible to be considered for OISE Scholarships are: (1) new full-time applicants to a degree program; (2) part-time degree students who will be beginning their first year of required residence in the September or January next following the time of recommendation for scholarships; (3) full-time degree students who have begun but not completed, at the time of recommendation, their first term of full-time study. Scholarship holders must be registered as full-time students in one of the four degree programs in the Graduate Department of Education.

Scholarships for the 1987/88 academic year were offered in the amount of $8000 over a twelve-month period. It is anticipated that OISE Scholarships will have at least the same value in the 1988/89 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the length of required academic residence in the degree program.

Scholarship recipients cannot concurrently hold an OISE Graduate Assistantship or a major award with a value of $2000 or more per academic term.

It is important to note that an OISE Scholarship is for the specified amount. Payment of fees is the responsibility of the scholarship holder.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education has recently established the Clifford C. Pitt Scholarship to provide a measure of recognition for the many contributions Dr. Pitt made as the Institute's second Director. The scholarship will be awarded annually to an Ed.D. student for the period of required residence. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. The value of the scholarship for the 1987/88 academic year was $9000. It is anticipated that the scholarship will have at least the same value in the 1988/89 academic year. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Institute recently established this scholarship to provide a measure of recognition for the many contributions Dr. Shapiro made as Director of the Institute. The scholarship will be awarded annually to a doctoral student for the period of required academic residence. Candidates will be nominated by each of the OISE departments within the Graduate Department of Education on the basis of academic merit and the potential for significant research and scholarly contribution to the field of study. The value of the scholarship for the 1987/88 academic year was $9000. It is anticipated that the scholarship will have at least the same value in the 1988/89 academic year. Payment of fees is the responsibility of the scholarship holder.

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honor of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time students of OISE with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. An individual may be considered for and awarded the fellowship for more than one academic year.

At the time of application, a candidate must be:

(a) a resident in Canada, preferably in Ontario, twenty-five years of age or over;

(b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE's admission policy;

(c) in full-time paid employment for at least two continuous years prior to enrolment at OISE; and

(d) in need of financial assistance.

Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to past contribution to the educational or related field must be submitted by this date along with an outline of the applicant's financial position.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar.

The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to past contribution to education must be submitted by this date along with an outline of the applicant's financial position.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honor of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Mr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2500-word essay on the thesis.

In keeping with OISE's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to the competitors. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation, including transcripts, teacher certification, reference letters, résumé, and an outline of the applicant's financial position must be submitted by this date. The thesis is available from both the OISE R.W.B. Jackson Library and the Robarts Library at the University of Toronto. The essay must be submitted to the Registrar in the Office of Graduate Studies by March 1.

UNIVERSITY OF TORONTO OPEN DOCTORAL FELLOWSHIPS

A number of highly qualified continuing students will be selected by the Graduate Department of Education for recommendation to the School of Graduate Studies for University of Toronto Open Fellowships.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $3035 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and permanent residents as of October 30, 1987. Preference is given to Ontario residents.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department.

(b) For prospective full-time students: Fellowship Section, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 2B4.

The deadline for submitting applications for 1988/89 was mid-October 1987.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $12 000 in 1987/88.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually early November for the following academic year, but it will be announced by the home department in the fall.

(b) For prospective full-time students: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4. Closing date is November 15 for the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $7500

The Federation of Women Teachers' Associations of Ontario offers three fellowships of $7500 each for advanced graduate study in education. The first, the Ruby Kinkead Fellowship, is awarded for doctoral study at the University of Toronto. The second, the L. Dorothy Martin Fellowship, is for doctoral study in education at any university of the applicant's choice. The third, the Florence I. Henderson Fellowship, is for doctoral study in education at any accredited Canadian university. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered.

In addition, the Shirley Stokes Scholarship of $5000 is available for postgraduate studies in Women's Studies. Applicants must be members of the Federation of Women Teachers' Associations of Ontario.

Further details and application forms are available from the Executive Director, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS – $7000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7000 each. It also offers three fellowships for Religious Studies in the amount of $7000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the General Secretary, Ontario English Catholic Teachers' Association, 65 St. Clair Avenue East, Toronto, Ontario M4T 2Y8. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15 000 payable over a two-year period to an OPSTF member pursuing full-time studies leading to a Ph.D. degree in educational studies, or up to $7500 within a one-year period to a member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The Dr. R. L. Lamb Scholarship pays up to $7500 to an OPSTF member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The OPSTF Golden Anniversary Awards provide financial assistance to OPSTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact the Ontario Public School Teachers' Federation Awards Committee, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for application is January 31, 1988 (midnight postmark). All supporting documents, including transcripts and other relevant materials, must be submitted by February 21, 1988.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totalling $22 000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIPS – TWO AWARDS – $5000 EACH

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate, valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5000 grants to assist female students with university studies that will qualify them for careers that serve other women by improving the quality of their lives. (As an example, but not limited to, the following: counselling of mature women entering or re-entering the labor market; providing counselling for battered women; administrative positions in women's centres; providing specialized services for the health needs of women; providing counselling and assistance to girls and women in human justice areas.) An applicant, to be eligible, must be:

(a) a female and a Canadian citizen or permanent resident;

(b) registered in a graduate program of studies in an accredited university and pursuing a course of studies that will lead directly to a career of service to women;

(c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from the Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 and must be submitted by January 31 to the address indicated on the application form.

NAOMI GRIGG FELLOWSHIP FOR POSTGRADUATE STUDIES IN GERONTOLOGY

The Soroptimist International of Toronto provides for a fellowship in the amount of $7500 to be awarded to a student enrolled full-time in a graduate program whereby additional specialized professional qualifications in an area of study related to gerontology are acquired. (As an example, but not limited to, the following: health care, housing, and social, legal, psychological, and recreational services.) An applicant, to be eligible, must be:

(a) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;

(b) registered in an accredited postgraduate degree program and specializing in an area of study related to gerontology;

(c) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of not less than four years and a commitment to this area of study;

(d) intending to spend a minimum of two years after the time of study working in this field in Canada.

Application forms are available from the Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 and must be submitted before March 31 to the address indicated on the application form.

Please Note: Notices are posted in the OISE R.W.B. Jackson Library and outside the Office of Graduate Studies (11th floor lounge) pertaining to awards other than those listed here.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse. Contact Gaye Fuller in the Office of Graduate Studies, OISE, for more information.

Part-time students should apply to the OISE Alumni Association Emergency Fund. Application forms are available in the OISE departments.

Courses of Instruction

Courses of instruction are numbered according to the OISE department with which they are primarily identified.

The first two digits in the course number designate the department; e.g., the 11 in 1125F,S,H and the 31 in 3124F,S,H refer to the Department of Adult Education. (See the table of contents of this Bulletin for the number key.) Normally the initial digit 1 indicates a master's-level course and 3 a doctoral-level course.

Most are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course. Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours.

A full course normally meets for two terms. In the case of full courses running all year a Y will be assigned after the course number. An A indicates a full course in first term and B a full course in second term.

Summer Session courses will have S for half-courses and B for full courses after the course number.

Since OISE represents the University of Toronto Graduate Department of Education, all courses carry the identifier EDT before the course number on the record system.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of Graduate Studies. The form must be in the Office of Graduate Studies by September 4 for first term and full year courses, by December 15 for second term courses, and by June 15 for Summer Session courses. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 14 for first term courses and courses running all year and January 25 for second term courses. November 11 is the last day to withdraw without academic penalty for first term courses and February 17 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has a number of incomplete courses, others must be added to fulfil the degree requirements.

The following grade submission dates are mandatory. They represent the dates the grades are due in the Office of Graduate Studies. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will be determined by the instructor.

First Term: First term grades for full and half-courses are due by January 20. May 20 is the final date for SDF designations to be replaced by a grade or an FZ.

Second Term: Second term grades for full and half-courses running all year are due by May 20. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.

Summer Session: Summer Session course grades are due by September 30. January 20 is the final date for SDF designations to be replaced by a grade or an FZ.

Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See page 16.)

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of Graduate Studies is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students toward the end of May. Summer Session grades will be mailed toward the end of October.

EXAMINATIONS AND GRADES

The grading practices of the Graduate Department of Education fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and − to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A−, B+, B, B−, or FZ.

The School of Graduate Studies defines the following non-grade course reports which may appear on transcripts:

INC: Incomplete: a report assigned by the instructor or departmental review committee, normally as a final report where coursework is not completed but where there are not grounds for assigning a failing grade. This is a final report and may only be altered on departmental request with the approval of the Associate Dean of the Division. It carries no credit for the course and is not considered for averaging purposes.

IPR: In progress: a report assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA: No grade available (to replace NR: Not received): a report assigned by SGS in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. It must be replaced by a regular grade or by another non-grade course report assigned by the instructor. It carries no credit for the course and is not considered for averaging purposes.

SDF: Standing deferred on the basis of incomplete coursework. This report may be assigned by the departmental review committee* upon an instructor's recommendation for medical or similar reasons or, under exceptional circumstances, for academic reasons. Documentation concerning the circumstances must be attached to the instructor's original marks list when the SDF is first assigned. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and, except in the most extenuating circumstances, no later than the SGS grade submission deadline following the original one for that course. The deadlines for submission of letter grades to replace SDF grade reports are as follows:

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* At OISE, this is the Degrees and Appeals Subcommittee.

Summer Session courses, January 20
First term (A,F) courses, May 20
Full session (Y,H) courses, September 30
Second term (B,S) courses, September 30

Any SDF still outstanding after that deadline (or a new one established by the departmental review committee) will be changed to a failing grade. SDF carries no credit for the course and is not considered for averaging purposes.

WDR: Withdrawal without academic penalty. WDR is assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP: Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

GRADING PROCEDURES

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

(d) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

(e) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

(f) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal to the OISE Degrees and Appeals Subcommittee, through the Office of Graduate Studies (see page 16).

Any student whose work is judged to be unsatisfactory by the Graduate Department of Education may be required to withdraw at any time.

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario sont en anglais. Cependant, les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeurs dont les noms apparaissent ci-dessous.

Nous recommandons aux étudiants de bien vouloir rencontrer le(s) professeur(s) au préalable s'ils souhaitent remettre leurs travaux en français.

Department of Adult Education
M. D. Ellis
A. M. Thomas
A. M. Tough
D. N. Wilson

Department of Curriculum
M. Canale (Centre de recherches en éducation franco-ontarienne)
S. Carroll (Centre des langues modernes)
J. P. Cummins (Centre des langues modernes)
M. B. Harley (Centre des langues modernes)
S. Lapkin (Centre des langues modernes)
R. Mougeon (Centre de recherches en éducation franco-ontarienne)
M. K. Swain (Centre des langues modernes)

Department of Educational Administration
M. Holmes

Higher Education Group
R. Hayhoe
I. Winchester

Department of History and Philosophy of Education
C. M. Beck
A. Prentice

Department of Measurement, Evaluation, and Computer Applications
S. Churchill
G. Hanna
L. D. McLean
R. S. McLean
R. G. Ragsdale

Department of Sociology in Education
M. Eichler
M. Heller (Centre de recherches en éducation franco-ontarienne)
D. W. Livingstone
C. P. Olson
G. W. West

Department of Special Education
I. Davidson
E. Geva
L. Siegel
J. Wiener

Voir page 52 (section « Interdisciplinary Focuses in Graduate Studies ») pour une description des cours en français, sous la rubrique « Études en français ».

Interdisciplinary Focuses in Graduate Studies

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines).

The focuses described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at the Institute in relation to their professional roles, interests, and long-term goals.

In the listings it is not indicated whether the courses mentioned are half-courses or full courses. It will be necessary to check with the course schedule or the department concerned.

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE includes both research and development related to applied problems. The research and development programs are coordinated through the Centre for Applied Cognitive Science. Put simply, Applied Cognitive Science is an attempt to exploit knowledge of information-processing systems and of human cognitive functioning in the understanding and improvement of educational activities. Applied Cognitive Science is concerned with such school-related problems as the structure of basic skills underlying oral and written language and numeracy as well as the higher-order knowledge and processes leading to expertise in reading, writing, science, social studies, and the like. The term cognitive is not intended to restrict the field to intellectual concerns but to include cognitive approaches to emotional, motivational, and social behavior and exploration into the nature and remediation of learning difficulties.

Faculty from four departments participate in the Applied Cognitive Science focus: Applied Psychology (Carl Bereiter, Robbie Case, Clifford Christensen, David Olson, Sandra Palef); Curriculum (Floyd Robinson, Gordon Wells); MECA (William Olivier, Marlene Scardamalia, Graham Scott); Special Education (Peter Lindsay, Linda Siegel). Students will be advised by faculty from their home departments.

Courses available to students wanting to develop a focus in Applied Cognitive Science include: 1206 Seminar: Learning and Cognitive Processes in Education; 1233 Psychological Analyses of Educational Issues; 1234 Foundations of Cognitive Science; 1237 Intellectual Development and Instructional Design; 3200 Research Seminar on the Cognitive Processes in Education; 3209 Psycholinguistics: Language, Thought, and Instruction; 3220 Analysis of Learning Tasks; 3237 Recent Theoretical Advances in Intellectual Development; 3312 The Linguistic Analysis of Interaction in Educational Settings (not offered in 1988/89); 3502 Computer-Supported Intentional Learning Environments; 3535 Simulation Models of Cognition and Learning.

Other courses may be included with the faculty advisor's approval.

CANADIAN STUDIES IN EDUCATION

Most instructors make extensive use of Canadian materials or deal with Canadian issues and problems in illustrating the particular subject matter of their courses. Students who are primarily interested in focussing on Canadian Studies in Education may wish to choose among the following courses: 1403 and 1404 History of Education in Canada (1404 not offered in 1988/89); 1416 Ontario Education; 1417 Politics in the History of Canadian Education (not offered in 1988/89); 1424 Religion, Ideology, and Social Movements in the History of North American Education (not offered in 1988/89); 1425 Canadian Working-Class History and Its Relation to the Schools; 1443 Values Education Practicum (not offered in 1988/89); 1449 The Theory of Law and the Teaching of Law in the Schools; 3101 Major Programs and Issues in Adult Education; 1659 Evaluation of Current Issues in Ontario Education; 1801 The History of Higher Education in Canada: An Overview; 1802 Research Seminar in Higher Education in Canada; 1805 The Community College.

In addition, a number of courses deal with education in relation to specific groups in Canada: 1426 (women); 1428, 1212, and 1214 (immigrants); and 1903 and 3428 (minorities).

The following faculty have a major interest in Canadian Studies in Education: James Draper, Dormer Ellis, and Alan Thomas (Adult Education); Aaron Wolfgang (Applied Psychology); Garnet McDiarmid (Curriculum); Howard Russell (Curriculum and MECA); Willard Brehaut (History and Philosophy of Education and Higher Education); and John Eisenberg, Alison Prentice, and Harold Troper (History and Philosophy of Education). Students with an interest in the Franco-Ontarian area should contact the Franco-Ontarian Centre.

COMMUNITY COLLEGE

A variety of OISE departments offer courses which could be combined in a program focussed on the Community College. Depending on the student's interest, a program could include courses from Adult Education, Curriculum, Educational Administration, the Higher Education Group, MECA, and Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Michael Skolnik and Cicely Watson (Higher Education Group); Lynn Davie and Alan Thomas (Adult Education); Richard Townsend (Educational Administration); William Olivier (MECA).

Examples of courses which might be of interest are: 1100 Outline of Adult Education; 3101 Major Programs and Issues in Adult Education; 3125 Continuing Education of Professional Personnel: Principles, Modes, and Problems; 3018 Governing Education: A Seminar on Politics; 1805 The Community College; 1807 Planning for Postsecondary Systems: Practicum; 1809 Administration of Colleges and Universities; 1811 Institutional Research and Planning; 1814 Curriculum in Institutions of Higher Education; 1815 Teaching in Institutions of Higher Education; 1816 Conceptions of Learning in Higher Education; 1818 Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions; 1824 The Planning of Facilities in Higher Education; 1840 Economics of Higher Education; 1841 Public Finance and Higher Education; 1842 Higher Education and the Labor Market; 1505 Instructional Programming; 3902 Educational Systems and Social Change (not offered in 1988/89).

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in the focus permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society. Available courses are found in the departments of Adult Education, Higher Education, and Sociology in Education. Academic coordination of the focus is in the Department of Adult Education. Students interested in this area should consult the description of the Comparative, International, and Development Education focus in Adult Education, and the course offerings in Higher Education and Sociology in Education, in their respective sections of this Bulletin.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance, and social construction, of sexuality, gender, ethnicity/race, language, and class to social, educational, and communicative competencies and capacities; neo-Marxist ethnography; analysis of cultural forms in writing, text, film, youth styles; the culture of the school; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third World education; ideologies; education and the labor market; historical-sociological studies of state formation and moral regulation; teachers as workers; and development of critical teaching materials and strategies.

Faculty actively working in this focus are: Edmund Sullivan and Jack Quarter (Applied Psychology); Malcolm Levin and Dieter Misgeld (History and Philosophy of Education); Roger Simon (Curriculum); Philip Corrigan, Madan Handa, David Livingstone, Paul Olson, and Gordon West (Sociology in Education).

Interested students should review the courses offered by participating faculty and consult either Roger Simon or David Livingstone.

EARLY CHILDHOOD EDUCATION

As with other focuses, students from many OISE departments may develop an emphasis in early childhood education. However, two departments – namely, Applied Psychology and Curriculum – pay particular attention to this area through specific courses designed for studies in early childhood education and encourage students to initiate research in the area of early childhood.

Focus advisors in the above two departments are Otto Weininger (Applied Psychology) and Ellen Regan (Applied Psychology and Curriculum).

EDUCATION AND THE CREATIVE ARTS THERAPIES

There are a number of courses offered in the various departments of the Institute which may be combined by students wanting to develop a focus in education and the creative arts therapies. (It should be noted, however, that the study of the creative arts as they are used in the general curriculum of schools is available through the Department of Curriculum.)

This focus is intended for understanding the creative arts in the general education of all students and as therapeutic tools in diverse educational contexts: for example,

1. for "normal" students and adults, as aids to healthy personality development;
2. for slow learners including those with varying degrees of retardation and/or malfunction in normal school situations, as helping therapies;
3. for physically handicapped students in "special" settings;
4. for those involved in the processes of psychotherapy;
5. for any educator, as aids in the reflexive consideration of the individual's own life and of the social order of the school.

Entrance to this focus is strictly limited. Applicants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this focus. The intention is to provide a clearer understanding of the foundation of creative arts therapies, and to make students aware of the readings, research literature, and philosophy of methodology, and of the place of the creative arts therapies in the general curriculum. It is expected, therefore, that students interested in this focus will be teachers in schools where "special students" are in classrooms with regular students; teachers in schools for "special students"; those with a general interest in the creative arts for normal personality development; counsellors; those who will work in an adjunct capacity to psychotherapists; teachers of adult education and leaders in recreation who will be concerned with human growth and potential and with clients such as the aged or the deprived. The focus is specifically *not* intended to provide professional training for specialist creative arts therapists.

Although faculty members teaching courses within this focus have disparate approaches to the creative arts therapies, they all view these activities as educational tools which assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the relation of creative behavior and learning. The following faculty members are available for consultation: Richard Courtney (Curriculum) and Otto Weininger (Applied Psychology).

EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

A related set of courses concerned with how knowing, cognition, knowledge, and ignorance are organized in contemporary society and how that organization is best studied. A variety of approaches are drawn on, including phenomenology, interpretive sociology, hermeneutics, ethnomethodology, Marxism, and critical theory.

The following courses furnish the basis for students to develop their own topics and research in the area: 3228, 3249, 1436 (not offered in 1988/89), 3447 (not offered in 1988/89), 1917 (not offered in 1988/89), 1928, 1930, 1932, 1937 (not offered in 1988/89), 1939, 1987, 1996 (not offered in 1988/89), 3928, 3934 (not offered in 1988/89). See course descriptions in this Bulletin.

The following faculty are engaged in research and reflection on topics in this area and are available for assistance in organizing individual programs of study: Edmund Sullivan (Applied Psychology); Roger Simon (Curriculum); Dieter Misgeld (History and Philosophy of Education); and Philip Corrigan, James Heap, Ronald Silvers, and Dorothy Smith (Sociology in Education).

ÉTUDES EN FRANÇAIS

Le Département de curriculum et le Département de sociologie de l'éducation offrent un certain nombre de cours en français à Toronto. Il s'agit des cours suivants : 1942 Langue, culture et éducation (offert en français en 1988) ; 1330/3330 Linguistique descriptive et éducative du français ; 1328 Le français canadien d'un point de vue éducatif et sociolinguistique ; et 1335 L'éducation des minorités linguistiques et culturelles : l'analyse comparative de la politique éducative.

Prière de vérifier auprès de votre professeur si le cours est offert.

De plus, le Département de curriculum, en collaboration avec le Centre de recherches en éducation franco-ontarienne et le Comité de coordination des services en français de l'Institut, offre un programme de M.Ed. qui s'intitule « Langue et éducation » et dont la langue d'enseignement est le français. Ce programme est composé des *cours à distance* suivants : 1300 Fondements du développement des programmes scolaires ; 1324 Didactique du français, langue maternelle : analyse et pratique du programme-cadre de français ; 1329 Introduction à la sociolinguistique éducationnelle ; 1330 Linguistique descriptive et éducative du français ; 1333 Introduction à la linguistique théorique et descriptive (pas offert en 1988/89) ; 1335 L'éducation des minorités linguistiques et culturelles : l'analyse comparative de la politique éducative ; 1337 Bilinguisme et éducation (section française) ; 1338 La compétence communicative ; 1339 Évaluation de la compétence langagière ; et 1382 Introduction à la linguistique appliquée.

Ce programme est offert à un nouveau groupe d'étudiants chaque année, dans une localité déterminée. Toutefois, les étudiants de Toronto peuvent se joindre au groupe qui suit les cours à l'extérieur de Toronto après avoir obtenu la permission de leur professeur. Les deux demi-cours de résidence d'été à l'intérieur du programme hors-campus seront normalement offerts sur le campus de l'Université Laurentienne à Sudbury.

Pour tout renseignement, veuillez contacter le CREFO.

THE FORUM FOR ARTS AND MEDIA EDUCATION

The Forum is a cooperative enterprise between faculty members of OISE and the Faculty of Education, University of Toronto, with liaisons to the Faculty of Music, University of Toronto, and the Ministry of Education, Ontario. Its purpose is to improve arts and media education at the pre-/in-service and graduate levels and to improve research and development. Applications for pre-/in-service programs should be addressed to the Registrar, Faculty of Education.

There are three emphases within the Forum. The General Arts emphasis is known as Route A. Route B is in Education and the Creative Arts Therapies (see above), and Route C is for "specialist" arts teachers in either music or drama or visual arts. These offerings are intended for the experienced teacher of the arts with a specialist interest in music education, dramatic arts education, or visual arts education.

Graduate students undertaking degrees in Education with specialization in arts and media education must apply to the Department of Curriculum. Applicants must satisfy all the normal regulations of the University of Toronto School of Graduate Studies and of the department. Students from the Graduate Centre for Study of Drama and the Faculty of Music, University of Toronto, who require options should initially discuss their program with a full-time graduate faculty member of the Forum. Program details change annually. Please contact Richard Courtney of the Department of Curriculum for current course information.

Students follow an individually designed program, in consultation with their faculty advisor, to meet their specific academic and professional needs.

The following OISE faculty members are actively involved in the Forum. Richard Courtney (Curriculum: drama/performance/play, aesthetics, research); Vivian Darroch-Lozowski (Applied Psychology: language of the arts, media, therapy); Walter Pitman (Director, OISE: arts and culture policy, Artist-in-Schools); Ronald Silvers (Sociology in Education: visual arts, media, photography); Otto Weininger (Applied Psychology: play, therapy). Both David Booth of the University of Toronto Faculty of Education (in areas of drama, language, and media) and Natalie Kuzmich (in music and computer applications) are active participants in the Forum, along with Louis Stokes and Sandra Shiner.

INSTRUCTIONAL/EDUCATIONAL TECHNOLOGY

Students and faculty involved with this focus engage in the study and practice of systematic instruction, utilizing as fully as desirable aids such as film, television, and computers.The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, though group instruction is still an important part. Faculty from Applied Psychology, Adult Education, Higher Education, Curriculum, and Measurement, Evaluation, and Computer Applications (MECA) work in this focus spanning the age range from early childhood to adult, from schooling to university to continuing education.

Emphasis is on instructional design and evaluation, taking account of what is known about human learning and development along with the artistic exploitation of the various media. Opportunities are available for practicum experiences in photography, graphics, film and television production, and computer-assisted instruction, but students should not expect to become specialists in the technical aspects of media and computers.The high standard of production needed to realize educational objectives requires the involvement of experts in these areas. Depending upon their prior experience and choice of practicum studies, students may work toward careers in educational television production, industrial training, and management as well as teaching and research.

Relevant courses would include: 1500 Computers and Individualized Instruction (W. P. Olivier and I. R. Rubincam); 1501 Computer-Guided Instruction (S. Churchill and W. P. Olivier); 1505 Instructional Programming (W. P. Olivier and I. R. Rubincam); 1509 Educational Technology and Production Design (W. P. Olivier); 1511 Computer-Assisted Language Instruction: Level I (S. Churchill); 1518 Educational Technology: Instructional Design (W. P. Olivier); 3503 Educational Technology: Interactive Video/Graphics (W. P. Olivier); 3511 Computer-Assisted Language Instruction: Level II (S. Churchill); 1818 Educational Development: Strategies for Improving Teaching and Learning in Postsecondary Institutions (Staff); 3220 Analysis of Learning Tasks (C. Bereiter); 3222 Analysis of Teaching Strategies (M. Orme); 1305 Techniques for Improving Teaching (B. S. Kilbourn).

Interested students should contact the focus advisor in their department or W. P. Olivier in MECA.

MORAL/VALUES EDUCATION

Staff involved in the field of moral/values education who are members of graduate faculty include: Clive Beck, Deanne Bogdan, Dwight Boyd, and John Eisenberg (History and Philosophy of Education); Jack Quarter and Edmund Sullivan (Applied Psychology); Johan Aitken (Curriculum); John Davis and Mark Holmes (Educational Administration). In addition, many members of the OISE Field Services staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum assistance. These include: Peter Evans (Ottawa); Jack Miller (St. Catharines); Floyd Robinson (North Bay); and John Ross (Peterborough). Further, several members of the staff of the Faculty of Education, University of Toronto, are active in the area of moral/values education.

Courses of relevance to students interested in this focus include: 1116 Learning Values in Adulthood (C. M. Beck); 1209 Seminar: Social Psychology and Education (J. Quarter); 3247 Cooperative and Community Development: Social, Psychological, and Educational Perspectives (J. Quarter); 3248 Workplace and Organizational Democracy: Social, Psychological, and Educational Perspectives (J. Quarter); 1438 Ethical Issues in Schooling (C. M. Beck); 1441 Moral Education (D. R. Boyd); 1443 Values Education Practicum (J. A. Eisenberg, not offered in 1988/89); 1485 Literature and Values Education (J. L. Aitken); and 3441 and 3443 Research Seminar in Moral Education: Parts I and II (D. R. Boyd).

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Courses now offered include: 1203 Practicum in Counselling, in a multicultural setting (M. Guttman and J. C. Weiser); 1212 Psychological Aspects of Counselling and Teaching New Canadians (A. Wolfgang); 1214 Research Seminar in Multicultural Studies (A. Wolfgang); 1317

Theory of Second-Language Teaching (B. Harley); 1336 Second-Language Learning (B. Harley); 1337 Bilingual Education and Bilingualism (J. P. Cummins); 1428 Immigrant and Ethnic Concerns in the History of Education (H. M. Troper); 1429 Ethnicity and the History of Canadian Education (H. M. Troper); 1903 Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education (Staff); 1941 Comparative Education: Third World Alternatives (M. L. Handa, not offered in 1988/89); 1942 Language, Culture, and Education/Langue, culture et éducation (M. Heller); 1948 Sociology of Race and Ethnic Relations (M. L. Handa); 3221 The Assessment of Developmental Differences in Thinking Applied to Multicultural Contexts (P. Gamlin); 3428 Minority Concerns and Education in Canadian History: Selected Topics (H. M. Troper).

As with other focuses, students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto graduate departments, notably Sociology, History, and Anthropology. Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines – e.g., sociology, psychology, history, anthropology.

RELIGIOUS EDUCATION

Staff involved in religious education or closely related areas include: Clive Beck and Christopher Olsen (History and Philosophy of Education); Donald Brundage (Adult Education); Edmund Sullivan (Applied Psychology); Madan Handa (Sociology in Education); and Jack Miller (Curriculum). Further, several members of staff at the Toronto School of Theology and the Institute for Christian Studies are engaged in research in this area and are willing to interact with students on an informal basis.

Courses of relevance to students interested in this focus include: 1116 Learning Values in Adulthood (C. M. Beck); 1366 The Holistic Curriculum (J. Miller); 1424 Religion, Ideology, and Social Movements in the History of North American Education (H. M. Troper, not offered in 1988/89); 1441 Moral Education (D. R. Boyd); 1480 Religious Education (C. M. Beck); 1482 The Nature and Development of Religious Knowledge in Education (E. C. Olsen); 1483 Education and Philosophies of Peace and Non-Violence (M. L. Handa and C. M. Beck); 3437 Research Seminar in Religious Education (C. M. Beck); 3446 Metaphysics and Human Traditions in Education (I. Winchester); 3480 Religious Dimensions of Social Ethics (E. V. Sullivan, not offered in 1988/89); 3481 Developing Religious Perspectives (C. M. Beck).

Students involved in this focus may also wish to take courses at the Graduate Centre for Religious Studies, University of Toronto.

WOMEN'S STUDIES AND EDUCATION

A series of courses and projects within various departments in the Institute may be developed into a focus for students interested in women's studies, gender relations, and sex differences and similarities. Some of the faculty involved are: Dormer Ellis and Kathleen Rockhill (Adult Education); Paula Caplan, Mary Alice Guttman, and Jeri Wine (Applied Psychology); Deanne Bogdan, Dwight Boyd, Ruth Pierson, and Alison Prentice (History and Philosophy of Education); Marjorie Cohen, Margrit Eichler, Mary O'Brien, and Dorothy Smith (Sociology in Education). A selection from the following courses, for example, might form a core for such an interdisciplinary focus: 1112 Women's Learning in the Development of Critical Consciousness; 3133 Qualitative Research: Theory and Practice in Adult Education; 1253 Feminist Issues in Counselling Psychology and Psychotherapy; 1414 Origins of Modern Schooling: Problems in

Nineteenth- and Twentieth-Century Educational History (not offered in 1988/89); 1418 The Role of Education in Theories of Women's Emancipation: Part I; 1421 The History of Women and Education: I (not offered in 1988/89); 1422 Education and Family Life in the Modern World: I; 1426 The History of Women and Education in Canada; 1439 Gender and Education: Philosophical Issues; 3418 The Role of Education in Theories of Women's Emancipation: II; 3421 The History of Women and Education: II; 1907 Changes in Families and Policy Consequences for Government and Education (not offered in 1988/89); 1972 Education and the Sociology of Women and Gender Relations; 1973 Women and the Educational System; 1974 Gender and Education: Socioeconomic Issues; 3953 Canadian Political Economy and Education (not offered in 1988/89); 3972 Advanced Research Seminar on Feminist Theory, Methodology, and Education; and 3974 Education and Gender Role in Traditional Social Thought (not offered in 1988/89).

Other courses which do not deal directly with women but which are pertinent to the problem area are also available. They are best selected in consultation with one of the above-mentioned faculty. A complete listing of courses related to women or gender roles may be obtained from the Centre for Women's Studies in Education (8th floor).

The following projects housed in the Institute's Centre for Women's Studies in Education are also potential resources as well as sources of assistantships for students interested in this area: Women's Educational Resources Centre, OSIS Sex Equity Project, Parent Tutoring of Learning Disabled Children, Teaching the Scientific Study of Sex and Gender, Resources for Feminist Research/Documentation sur la recherche féministe, Women and Unemployment Insurance Policy, Ontario/Quebec Teachers, and Canadian Women's Indexing Group.

Course Offerings by Department

The courses of instruction offered through the various OISE departments are described in the following pages.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. All students should consult the most up-to-date schedule of courses, since some departments cannot at the time of publication of this Bulletin indicate the session in which the course is offered, and others may be forced, because of scheduling difficulties, to make changes.

Continuing students should note the deadline for pre-enrolment in courses, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

Faculty members listed are as of January 1, 1988. Applicants may wish to consult the individual OISE department regarding faculty who may be on sabbatical leave during the coming academic year.

Adult Education

LYNN E. DAVIE, *Ph.D. (Wisconsin)*
Associate Professor, and Chairperson of the Department
(adult learning; community education; community development; computer applications; small-group dynamics)

Admission inquiries should be directed to:
ALAN M. THOMAS, *Ph.D. (Columbia)*
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

Graduate Studies Academic Secretary:
DAVID N. WILSON, *Ph.D. (Syracuse)*
Professor
(comparative, international, and development education; planning and evaluation of occupational training systems; manpower and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor, and Developing Human Resources Coordinator
(organization and group dynamics; program evaluation; research methods)

CLIVE M. BECK, *Ph.D. (New England)*
Professor, cross-appointed from History and Philosophy of Education

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Professor
(education for family living; research and development related to the family; adult learning)

BARBARA J. BURNABY, *Ph.D. (Toronto)*
Associate Professor, cross-appointed to Field Services and Research as Head (Sponsored Research)
(cross-cultural language and literacy; English as a second language; Native education; adult basic literacy)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(cross-cultural, comparative, international studies; adult basic education and literacy; non-formal adult education; community development; Asian studies)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(empirical research including longitudinal studies of professional groups; projects concerning linguistic minorities and women; statistical analysis)

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Professor
(comparative and international education; planning education for social development, especially in developing countries; educational policy studies; evaluation of reform projects)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; transformations in learning perspectives)

DIANA J. IRONSIDE, *M.A. (Syracuse)*
Associate Professor
(experiential and self-directed learning; organization development and change; counselling and support services for learners; women's access to learning)

ANGELA R. MILES, *Ph.D. (Toronto)*
Associate Professor
(community education, development, and change; women's studies as an aspect of adult learning; feminist theory/analysis)

KATHLEEN ROCKHILL, *Ph.D. (California at Berkeley)*
Associate Professor
(qualitative approaches to research; language and ethnicity; feminist studies; critical theory)

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Professor
(intentional changes; learning projects; potential futures; human goals)

ADMISSION TO THE DEPARTMENT OF ADULT EDUCATION

The Department of Adult Education welcomes applications to its graduate programs in adult education from qualified candidates from Ontario, Canada, and abroad. The department is interested in attracting persons who are concerned with issues of adult learning and practice. We are especially interested in candidates who are intellectually curious and thoughtful, with demonstrated intellectual excellence and a flair for approaches to problems so that adult education can better serve society.

Admission procedures are described on pages 11 to 13 of this Bulletin. *Please note that February 1, 1988,* is the absolute deadline for receiving applications to all certificate and degree programs for 1988/89.

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated, and must select among a large number of candidates who satisfy minimum admission requirements as stated on pages 28 to 35 of this Bulletin; consequently a number of qualified applicants are disappointed. In some cases the committee may suggest reapplication for a later year.

In addition, the Department of Adult Education requires that a résumé be submitted along with the application form for all programs. The résumé must provide clear and complete information about: the student's past experience in adult, or related, aspects of education; learning objectives within the proposed graduate program; and the ways these objectives will enhance the student's anticipated contribution to the field and to future career goals.

The admissions committee considers (1) academic record, (2) letters of reference, and (3) the résumé. All candidates are expected to have a minimum of one year of experience related to adult education. Makeup work may be required of students as a condition of admission. Further information about admissions and/or criteria can be obtained from the department.

PROGRAMS OF STUDY

As adults in ever larger numbers undertake learning in formal and informal settings, adult education has developed as a field of study concerned with the provision of learning resources for them. The Department of Adult Education at OISE offers courses in adult learning and education in a wide variety of settings. We study the nature and the facilitation of adult learning, the counselling of adult learners, the political concerns of providing learning resources for adults, and international and comparative adult education.

The general approach to learning in the Department of Adult Education is based on belief in the individual's ability to take responsibility for his or her own learning, and to learn in cooperation with others. As much as possible, we try to ensure that learning is relevant to the student's particular needs, background, or interests.

Programs of study in Adult Education are available at the certificate, master's, and doctoral levels. They are designed to further the practical and theoretical expertise of men and women working in such areas as learning, teaching, planning, counselling, administration, and research in educational or training programs for adults.

Each student's program is self-constructed and may be focussed on topics of interest where sufficient faculty expertise exists. In addition to the faculty interests listed, three areas of concentration are described in more detail below. A student may elect to enter the department in the General Program of Adult Education, at either the certificate, master's, or doctoral level, or may enter a specific "area of concentration," sometimes called a "focus." In all cases, each student is assigned to a faculty advisor who will assist the student in selecting the courses and learning experiences most suited to her or his own needs. Advisors sometimes suggest that certain courses basic to the understanding of the field of adult education and of the theory and processes of adult learning be taken early in the program. Course descriptions in this Bulletin should be read carefully and discussed with the faculty advisor or with the individual instructor.

Students may include in their program courses offered by other OISE and University of Toronto graduate departments. OISE students, with the approval of their faculty advisor and the Office of Graduate Studies, are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE courses.

Further information about any of the programs can be obtained from the Department of Adult Education.

GENERAL PROGRAMS

CERTIFICATE IN ADULT EDUCATION

The Certificate program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities: administration and teaching in the CAATs, manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses within the Department of Adult Education. The Developing Human Resources concentration requires two additional half-courses. Courses taken while a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto, including OISE.

Fees for the Certificate program are those specified in the Fees section of this Bulletin for the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid.

Inquiries are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

All Master of Education programs with specialization in Adult Education fall under Option I: ten half-courses plus a comprehensive examination/requirement (see page 29).

At least five of the ten half-courses each student is required to complete should be taken within the department. It is recommended that 1100 Outline of Adult Education be taken during the student's first term. The M.Ed. Integrative Seminar in Adult Education (1142) is an integral part of the M.Ed. program, except for those students choosing the comprehensive examination alternative, and should be taken during the student's final coursework term. This seminar, designed to assist students in preparing for successful completion of the comprehensive requirement via the integrative paper or research project alternatives, concentrates either on the integration of theories, scholarly writing, and research or on the design and conduct of research in adult education.

There are three alternatives available for fulfilling the comprehensive requirement: *(a)* a five-hour comprehensive examination; *(b)* a comprehensive integrative paper, focussing on one or more topics in the field and reflecting course concepts, theories, and scholarly writing and research; *(c)* a research project in which an appropriate methodology or approach (e.g., quantitative, qualitative, historical) is used to investigate a research problem in the field. In addition to sections on problem definition, methodology, and results, the paper reporting the results of the research must include a comprehensive literature review.

Whichever alternative is chosen, the comprehensive requirement must be fulfilled within twelve months of completion of the last half-course in a student's program.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Arts program consists of twelve half-courses and a thesis. (See pages 30 to 32 for general requirements.) Occasionally the number of half-courses may be reduced if the student is granted credit for previous university study in adult education. Every program should include at least four half-courses in Adult Education and two half-courses in research methodology. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 32 to 34.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied, emphasizing the application of knowledge to problem-solving.

The overall program for the degree includes courses, a comprehensive examination for students commencing the Ed.D. program after July 1, 1987, and a thesis project, and should include study in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The study program will include a minimum of eight half-courses, four of which shall be taken in the Department of Adult Education (unless an exception is approved by the faculty advisor), and may include three half-courses in field work and practica. The student's program normally includes course 3102H.

OFF-CAMPUS COURSES IN ADULT EDUCATION *(Certificate and M.Ed. in Adult Education students only)*

The department is currently offering some courses off-campus and by means of distance education and computer linkages in Ontario. The admission requirements for the M.Ed. degree program and for the Certificate program are the same for the off-campus courses as for the regular campus program. Information materials for both off-campus and on-campus courses to be offered in the 1988 Summer Session and 1988/89 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus programs may be considered.

Off-campus and distance-delivered courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of Graduate Studies.

AREAS OF CONCENTRATION

An applicant may apply to either the General Program in Adult Education or to one of three areas of concentration as described here. If the choice is the latter, the specific concentration must be indicated on the application.

COMMUNITY DEVELOPMENT

The Community Development concentration is designed primarily for practitioners responsible for programs in community settings where learning is an essential component of developmental programs designed to further community goals.

Community development learning is a part of a larger goal of social action. The Community Development concentration is on program planning structures, interpersonal communication, social and political structures, including gender relations, and the evaluation of community educational programs. These courses are related to the special programs in community psychology offered by the Department of Applied Psychology.

The Community Development concentration may be included in M.Ed., M.A., or Ed.D. programs. While many of the courses offered in Adult Education may be included with course projects directed toward community development application, the following courses are particularly recommended: 1105 Community Education and Development; 1106 Small-Group Experience and Theory; 1112 Women's Learning in the Development of Critical Consciousness; 1122 Practicum in Adult Education; and 1136 Political Economy of Adult Education. In addition to these courses, it is recommended that a program include the core course in Applied Psychology that delineates essential issues in community psychology. The complete program should be arranged in consultation with a faculty advisor. Further information may be obtained from Lynn Davie, James Draper, or Kathleen Rockhill.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in this area of concentration permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society.

Available courses may be of interest to Canadian students who wish to work and live in other cultures, who wish to understand their own educational reality better by comparing it with other societies, or who wish to better understand the educational and social systems from which many learners come in our multicultural society; and to foreign students who wish to relate their studies at OISE more directly to their own societies and learning systems.

The courses and faculty most directly involved in this area of concentration are in the departments of Adult Education and Sociology in Education, and in the Higher Education Group. Responsibility for academic coordination of the specialization is within Adult Education. Faculty actively working in this area are: James Draper, Joseph Farrell, Alan Thomas, and David Wilson (Adult Education); Madan Handa, David Livingstone, and Gordon West (Sociology in Education); and Ruth Hayhoe (Higher Education Group).

Students with a strong interest in this area would ordinarily enrol in a regular degree program in Adult Education, Sociology in Education, or Higher Education, noting this as their special interest. However, some students may wish to explore the utility for them of an M.Ed. for Special Purposes. Further information regarding academic program content can be obtained from Joseph Farrell, Coordinator.

The following courses are available within this area. Those identified as "basic" are courses which students seriously interested in the area are advised to consider. Other courses provide opportunity for students to pursue specialized interests within the overall focus framework. Course numbers beginning with 11 and 31 are in Adult Education; 18 and 38 are in the Higher Education Group; 19 and 39 are in Sociology in Education.

BASIC COURSES

Master's Level: 1114 Comparative Studies in Adult Education; 1127 Education and Social Development; 1128 Comparative Education: The Development of Third World Educational Systems; 1139 Introduction to Comparative, International, and Development Education; 1920 Comparative Adolescence: The Global Mediation of Race, Imperialism, Class, and Gender Through Age; 1941 Comparative Education: Third World Educational Alternatives (not offered in 1988/89); 1825 and 1826 Comparative Education: Part I and Part II.

Doctoral Level: 3940 Comparative Societies: Economic Change, the State, and Schooling; 3114 Methodologies for Comparing Educational Systems.

SPECIALIZATION COURSES

Master's Level: 1105 Community Education and Development; 1125 Adult Basic Education; 1138 Social Foundations of Adult Learning; 1806 Systems of Higher Education; 1904 Social Stratification and School Systems (not offered in 1988/89).

Doctoral Level: 3101 Major Programs and Issues in Adult Education; 3108 Controversial Issues in Development Education; 3116 Adult Education in Cross-Cultural Contexts; 3930 Innovations in Education: A Comparative Analysis (not offered in 1988/89); 3935 Revolutionary Movements and Education; 3954 Educational and Economic Development in Third World Countries from a Marxist Perspective.

DEVELOPING HUMAN RESOURCES (DHR)

Developing Human Resources is rapidly emerging as a recognized area of concentration or focus within adult education. This concentration is designed to examine learning concepts and to develop skills in organization development, consultation, planned change, staff development, management, and leadership training. DHR draws students from such varied organizations as business, government, labor unions, recreation agencies, voluntary associations, the media, and educational institutions.

New students in the DHR program are charged an additional fee (beyond the regular sessional fees) to provide a special event which supports the formation of a peer learning group. Over the past few years, this additional fee was in the range of $350–$600.

The DHR concentration is taken in the context of an Adult Education program leading to the degree of M.Ed., M.A., or Ed.D. (Under special circumstances, a candidate can be accepted in the Certificate program.) Students may pursue the DHR on a full- or part-time basis, but must fulfil the residence requirements of the particular degree program undertaken. Enrolment in the DHR program is limited to twenty new students each year.

Important: In addition to the regular OISE application form, there is a supplementary application form for the DHR specialization. This supplementary form can be obtained by writing or calling the DHR Coordinator, 923-6641, ext. 2240. This supplementary application form must be returned directly to the DHR Coordinator in the Department of Adult Education by February 1.

COURSES

Although the following courses are listed in the Bulletin, not all are offered in any given year. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of Graduate Studies.

Students are required to be present at the first meeting of all courses, unless they have made a previous arrangement with the instructor.

A course is identified with this department when the first two digits in the course number are 11 or 31. Courses at the 1100 level are generally considered introductory, while those at the 3100 level are more advanced or specialized. This does not imply, however, that doctoral students cannot receive credit for 1100-level courses, or that master's students cannot take 3100-level courses. Students are encouraged to read the Bulletin and consider any courses offered in other departments which may be relevant to their own program.

1100 F,S OUTLINE OF ADULT EDUCATION
Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all M.Ed. students enrol in 1100 F,S during the first term of their program.
Staff

1101 F,S PROGRAM PLANNING IN ADULT EDUCATION
Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
L. E. Davie, D. J. Ironside, or staff

1103 F,S METHODS OF INQUIRY IN ADULT EDUCATION
A critical examination of the research process. Topics will include: problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for Ed.D. students during their residence and for M.A. students during their program. Non-thesis students may participate with permission of the instructor.
M. D. Ellis, or staff

1105 F,S COMMUNITY EDUCATION AND DEVELOPMENT
Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; discussions on the methods, evaluation, and training relating to community education and development.
J. A. Draper, or staff

1106 F,S SMALL-GROUP EXPERIENCE AND THEORY
A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice.

The particular structure and focus of this course vary each time it is offered.
Staff

1108 F,S INTENTIONAL CHANGES (Pass/Fail)
An opportunity to survey the wide variety of paths, methods, and areas that adults choose in their highly intentional change efforts and learning projects. Particular topics include personal growth, clarifying one's own paths and options, the central importance of the person, and implications for practice.
A. M. Tough, or staff

1109 F,S PARENTAL EDUCATION FOR FAMILY LIVING
An examination of the family as it functions as an educational unit in society; emergent issues of concern to parents; skills and methods for working with parents.

Students will share in the setting of learning objectives for the seminar and will be required to participate in the preparation and presentation of projects related to selected areas of study.
D. H. Brundage, or staff

1110 F,S BASIC PROCESSES IN FACILITATING ADULT LEARNING
A theoretical and experiential study of learning processes and the procedures facilitators can use in group settings to enhance the development of desired learning processes. Self-direction and an interdependent climate are emphasized. Opportunities to critique perspectives (of

self and others, of learning, of knowledge, of facilitation) underlying the course and one's work are provided.
V. R. Griffin, or staff

1111 F,S POTENTIAL FUTURES: IMPLICATIONS FOR EDUCATORS

An exploration of various significant futures that are possible for humankind. Implications for education and for one's own life goals and career. Methods include brief instructor presentations, films, discussion, self-selected reading, progress reports.
A. M. Tough, or staff

1112 F,S WOMEN'S LEARNING IN THE DEVELOPMENT OF CRITICAL CONSCIOUSNESS

An exploration into the experience of the development of critical consciousness by women, its meaning and experience as a learning process, and its depiction in literature, theory, and research. The focus is upon how women learn that their personal world is socially structured and reproduced in their learning and education. Topics to be addressed include: feminist perspectives on women in education, women as learners, social construction of "the feminine," ideology and consciousness, women in educational discourse, the phenomenology of feminist consciousness, the personal as political, current theories about adult education, as well as ethical and political issues in education for the development of critical consciousness. Participants will be expected to draw upon their own experience, published literature, and visual media.
K. Rockhill

1113 F,S THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning and development with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.
D. H. Brundage, or staff

1114 F,S COMPARATIVE STUDIES IN ADULT EDUCATION

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
A. M. Thomas, or staff

1116 F,S,H LEARNING VALUES IN ADULTHOOD

This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.
C. M. Beck

1117 F,S CONSULTING SKILLS FOR ADULT EDUCATORS

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
W. E. Alexander, or staff

1118 F,S GROUP PROBLEM-SOLVING IN ADULT EDUCATION

During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS) – a semi-structured problem-solving process which uses both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (*Psychosynthesis*), as well as other theories of group behavior. The remainder of the course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS will be given during the weekend following the third class session. The workshop will begin on

Friday evening and continue to Sunday afternoon.
W. E. Alexander, or staff

1120 F,S FOUNDATIONS OF ADULT COUNSELLING

An introductory course that explains some of the concepts of human behavior and the issues, theories, and principles involved in the field of adult counselling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program will be of interest to people who are practising in the counselling, academic, and health areas as well as those working with individuals in service agencies and in community and employment activities.
Staff

1122 F,S PRACTICUM IN ADULT EDUCATION (Pass/Fail)

An opportunity, in a field setting, to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designers of their own custom-built programs, though faculty, student, and field supports are available. Guidelines are available from the department.

Prerequisite: Permission of the instructor, obtained at least two months before the course begins.
D. J. Ironside, or staff

1124 F,S THE PLANNING, IMPLEMENTATION, AND EVALUATION OF OCCUPATIONAL TRAINING INSTITUTIONS AND PROGRAMS

This course will examine traditional and innovative approaches to occupational training. Both preservice and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D. N. Wilson, or staff

1125 F,S ADULT BASIC EDUCATION

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
J. A. Draper, or staff

1127 F,S EDUCATION AND SOCIAL DEVELOPMENT

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J. P. Farrell, or staff

1128 F,S COMPARATIVE EDUCATION: THE DEVELOPMENT OF THIRD WORLD EDUCATIONAL SYSTEMS

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study,

develop a data base and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
D. N. Wilson, or staff

1130 F,S A PARTICIPANT-DIRECTED SEMINAR: LEARNING IN ORGANIZATIONS
This course is oriented toward students who have a special interest in the application of adult education principles in an organizational context. In this course, participants create and operate their own "Learning Organization." The general purpose of this organization is to meet the learning needs of the participants as these needs are identified by them. A second, usually interrelated purpose, is to explore the dynamics and development of the Learning Organization, including the obstacles which impede organizational growth.

This course is open only to DHR students who have spent the preceding Summer Session course(s) together.

Prerequisite: Permission of the instructor.
W. E. Alexander, or staff

1131 F,S SPECIAL TOPICS IN ADULT EDUCATION
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.
Staff

1133 F,S INTRODUCTION TO QUALITATIVE RESEARCH IN ADULT EDUCATION
This course is concerned with approaches to research that use data gathered through participant observation, open-ended interviewing, biographical interviewing, or the collection of other verbal and observational data. The course provides students with an opportunity to design and conduct a research project drawing on various strategies of qualitative research.

Prerequisite: Permission of the instructor.
L. E. Davie, or staff

1134 F,S SELF-GUIDED LEARNING AND CHANGE
An opportunity to learn about the large portion of intentional learning and change that is self-guided. How people plan and manage their own learning/change. Their use of human help and other resources. Fresh approaches to helping people change. Course activities will include self-selected reading, interviewing, brief presentations, and class discussion.
A. M. Tough, or staff

1135 F,S PRACTICUM IN ORGANIZATION DEVELOPMENT
An opportunity, in the setting of a large organization, to develop professional skills related to some aspect of organization development. Students and instructor identify learning objectives, select field agencies, and design activities to fulfil those objectives. Guidelines are available from the department.

Prerequisite: Permission of the instructor, obtained at least two months before the course begins.
D. J. Ironside, or staff

1136 F,S POLITICAL ECONOMY OF ADULT EDUCATION
This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes.

The course draws particularly from the work of Marx, Freire, and the indigenous Canadian political economy tradition initiated by Innis. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.
Staff

1137 F,S EVALUATION OF ADULT EDUCATION PROGRAMS
Examination of several evaluation models and their application to programs developed for adult learners. Seminars, simulations, and presentations by the instructor will be used.
L. E. Davie, or staff

1138 F,S SOCIAL FOUNDATIONS OF ADULT LEARNING
A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas, or staff

1139 F,S INTRODUCTION TO COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION
This course serves as the basic core course for the Institute's graduate studies focus in comparative, international, and development education. It focusses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J. P. Farrell and *D. W. Livingstone*

1140 B ADULT EDUCATION AND DEVELOPING HUMAN RESOURCES
Developing Human Resources is defined in this course as the application of adult education principles in an organizational context. The course will first explore the nature of these principles. Specific dimensions of the organizational context and their relationship to adult education principles will be examined through an experiential design. Some dimensions which may be examined in depth include power and organizations, self-regulatory processes, heterarchy and hierarchy, participatory decision-making, organizational culture, principles of socio-technical design, and the concept of the Learning Organization.

Open to DHR students only (see page 63).

Prerequisite: Permission of the instructor.
W. E. Alexander

1141 F,S ORGANIZATIONS AND THE ADULT EDUCATOR: HISTORICAL AND THEORETICAL PERSPECTIVES ON ORGANIZATION DEVELOPMENT
An opportunity to gain a theoretical framework for the adult educator's work as change agent and learning consultant with organizations involved in a process of change. A range of historical and theoretical perspectives from the Industrial Revolution to emergent societal paradigm shifts will be examined, so that students can develop their own value-based conceptual frameworks. The course is designed in a resource-based mode; that is, it uses a variety of learning strategies.
D. J. Ironside, or staff

1142 F,S M.ED. INTEGRATIVE SEMINAR IN ADULT EDUCATION (Pass/Fail)
This course is designed for students who are completing the coursework portion of an M.Ed. degree program, to assist them in integrating what has been learned in diverse courses and other learning experi-

ences in their program, to examine systematically links between different bodies of theory and practice in the field, and to develop an intellectually coherent understanding of the theory and practice of adult education. This course is an integral part of the department's M.Ed. program, and should be taken in, or as near as possible to, a student's last term of coursework.

For Adult Education M.Ed. students who have chosen either the research project or integrative-paper/comprehensive alternative.

Staff

1152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

3101 F,S MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.

Staff

3102 H THESIS RESEARCH SEMINAR IN ADULT EDUCATION (Pass/Fail)

This seminar will deal with issues relating to the design of thesis research. Emphasis will be given to an in-depth analysis of the epistemology, philosophical stance, validity, and ethics of various methodological designs and data collection strategies. While the course may be taken by any student who has had some background preparation in research design (at least one course in research design), it is most appropriately taken concurrently with preparation of the research proposal. Support groups will be formed of students with similar research interests.

Prerequisite: One or more courses in research.

L. E. Davie, or staff

3108 F,S CONTROVERSIAL ISSUES IN DEVELOPMENT EDUCATION

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.

J. P. Farrell, D. N. Wilson, or staff

3111 F,S THEORIES OF PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

The major theories of psychological development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.

Staff

3112 F,S EDUCATIONAL GERONTOLOGY

This seminar will focus on an examination of the learning processes, needs, and contexts of adults in the mid-years and older. Topics will include preretirement education, intellectual functioning in old age, family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.

Staff

3114 F,S METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to *(a)* the special analytical problems faced when using comparative data, and *(b)* the use of comparative data for testing propositions and developing theory in education.

D. N. Wilson, or staff

3116 F,S ADULT EDUCATION IN CROSS-CULTURAL CONTEXTS

Discussions relating to the impact of culture on adult learning and teaching styles; effective cross-cultural communication; the sensitivities, knowledge, and skills required for living, working, and undertaking research in cultures other than one's own.

J. A. Draper, or staff

3117 F,S LEARNING AND THE LAW

Continuing education systems – that is, educational systems available throughout individual lifespans – are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.

A. M. Thomas, or staff

3118 F,S SEMINAR: CONTEMPORARY POLICY ISSUES IN CONTINUING EDUCATION IN CANADA

A seminar devoted to examining planning and policy issues associated with the evolution of "continuing education" systems in Canada. Continuing education in this context is meant to include the entire formal and non-formal education system from kindergarten to advanced studies. The seminar will be conducted by three staff members – Farrell, Thomas, and Wilson – with participation from other members of the department and outside the Institute. The initial focus of attention will be on the new federal programs in manpower development.

Prerequisite: Permission of one of the instructors.

A. M. Thomas, J. P. Farrell, and *D. N. Wilson*

3124 F,S ADVANCED SEMINAR: BASIC PROCESSES IN FACILITATING ADULT LEARNING

Collegial seminar for intensive examination of selected issues arising in course 1110 F,S.

Prerequisite: Completion of 1110 F,S and permission of instructor.

V. R. Griffin, or staff

3125 F,S CONTINUING EDUCATION OF PROFESSIONAL PERSONNEL: PRINCIPLES, MODES, AND PROBLEMS

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review attempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.

K. Rockhill, A. M. Thomas, or staff

3131 F,S SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.

Staff

3133 Y QUALITATIVE RESEARCH: THEORY AND PRACTICE IN ADULT EDUCATION

Qualitative approaches to research are explored, critiqued, and applied by participants to a research project of their choice. Issues in the application of the social-phenomenological perspective to the study of education by adults are of central concern. A range of perspectives will be considered, including ethnomethodology, symbolic interactionism, ethnography, hermeneutics, critical theory, and the feminist critique. Methodological problems in the conduct of field work, analysis, interpretation, explanation, and presentation are related to theory and practice.

Prerequisite: Permission of the instructor.

K. Rockhill, or staff

3152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

Applied Psychology

JERI D. WINE, *Ph.D. (Waterloo)*
Professor, and Graduate Studies Academic Secretary and Chairperson of the Department
(feminist counselling and psychotherapy; community psychology; feminist perspectives on social interaction and human relationship)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor, and Associate Chairperson of the Department
(coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(counselling supervision; family systems)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(educational and psychological testing; vocational theory and career development)

JANET W. ASTINGTON, *Ph.D. (Toronto)*
Assistant Professor
(linguistic and cognitive development; theory of mind)

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(cognitive processes in school learning; development of thinking abilities; instructional psychology)

ANDREW J. BIEMILLER, *Ph.D. (Cornell)*
Associate Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

PAULA J. CAPLAN, *Ph.D. (Duke)*
Professor
(psychology of women; sex roles; research methodology; children's learning and attention problems)

ROBBIE CASE, *Ph.D. (Toronto)*
Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(developmental, cognitive, and instructional psychology)

CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor
(counselling psychology; controlling effects of social stimuli)

VIVIAN DARROCH-LOZOWSKI, *Ph.D. (Alberta)*
Associate Professor
(biographical narrative; language of the arts; interpretive and imaginal thought)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY ALICE GUTTMAN, *Ph.D. (Wisconsin)*
Professor
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education, and counselling)

KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor
(motivation and learning; clinical and academic assessment)

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor, cross-appointed from Special Education, and Coordinator, OISE Psychoeducational Clinic

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Professor
(school psychology; teacher consultation and in-service training; classroom intervention strategies; ethnic identity development)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, cross-appointed to the

Department of Linguistics, University of Toronto, and Co-Director of the McLuhan Program in Culture and Technology, University of Toronto
(language development; cognitive development; theory of instruction)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

SANDRA R. PALEF, *Ph.D. (Toronto)*
Associate Professor
(psychoanalysis, cognitive psychology, and the interface between them)

LARRY E. PASS, *Ph.D. (Alberta)*
Associate Professor
(counselling psychology; cognitive behavioral approaches to counselling; group counselling; counsellor supervision)

NIVA PIRAN, *Ph.D. (Texas)*
Associate Professor
(psychometric and projective testing; psychotherapy; psychoanalytic theory; cognitive and personality development; personality and eating disorders)

JACK QUARTER, *Ph.D. (Toronto)*
Associate Professor
(community psychology and community development; education programs for worker cooperatives, the workplace, and organizational democracy)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Professor, cross-appointed to Curriculum
(early childhood/elementary education; classroom studies with focus on teacher beliefs/decisions; parent beliefs/perceptions with reference to child learning practices)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques; personality and motivational factors)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor
(effects of mass media on cognitive development; community psychology and community development; critical research methods in community settings; critical pedagogy and cultural studies)

OTTO WEININGER, *Ph.D. (Toronto)*
Professor
(psychodynamic theory; techniques of diagnosis and psychotherapy; psychopathology; play theory and research; early childhood education; mother–infant attachment and subsequent developmental processes)

JOHN C. WEISER, *Ed.D. (Missouri)*
Professor
(counselling psychology; counsellor education; process and outcome in counselling; psychosynthesis)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; teaching, counselling, and adjustment of New Canadians)

ASSOCIATED INSTRUCTORS:

ROSEMARY A. BARNES, *Ph.D. (McMaster)*
Chief Psychologist, Women's College Hospital, Toronto

RUTH M. BRAY, *Ph.D. (Toronto)*
Psychologist – private practice

ESTER COLE, *Ph.D. (Toronto)*
Senior Psychologist, Toronto Board of Education

NINA JOSEFOWITZ, *Ph.D. (Toronto)*
Director, Glendon College Counselling and Career Centre

PAUL LERNER, *Ed.D. (Illinois)*
Psychotherapist – private practice

RHONDA LOVE, *Ph.D. (Houston)*
Assistant Professor, Faculty of Medicine, University of Toronto

MARY MORRIS, *Ph.D. (Toronto)*
Psychologist – private practice

RUDOLPH L. PHILIPP, *Ph.D. (Queen's)*
Psychologist – private practice

HERBERT B. POLLACK, *Ph.D. (California at Berkeley)*
Psychologist, Clarke Institute of Psychiatry, Toronto

DENNIS RAPHAEL, *Ph.D. (Toronto)*
Program Manager, Ontario Ministry of Education

LANA STERMAC, *Ph.D. (Toronto)*
Psychologist, Clarke Institute of Psychiatry, Toronto

JOHN WILLIAMS, *Ph.D. (Missouri)*
Counselling Psychologist, Student Counselling Services, University of Waterloo

INTERNSHIP SUPERVISORS:

JUDITH A. SILVER, *Ph.D. (Toronto)*
Coordinator of Internship & Counselling Services, Applied Psychology Department, OISE

ROSEMARY A. BARNES, *Ph.D. (McMaster)*
Chief Psychologist, Women's College Hospital, Toronto

JERRY BECKERLE, *Ph.D. (Michigan State)*
Chief Psychologist, Toronto East General Hospital, Toronto

DENIS BELICKI, *Ed.D. (Toronto)*
Psychologist, Counselling and Development Centre, York University

EVELYN CHALLIS, *Ph.D. (Union Graduate School)*
Coordinator of Intern Training Program, Counselling and Development Centre, York University

VAUGHAN CHURCH, *Ph.D. (Emory)*
Senior Psychologist, Queen Street Mental Health Centre, Toronto

ESTER COLE, *Ph.D. (Toronto)*
Senior Psychologist, Toronto Board of Education

REX COLLINS, *Ph.D. (Toronto)*
Psychologist, Sunnybrook Medical Centre, Toronto

KRYSTYNA DRONSEJKO, *Ph.D. (Waterloo)*
Chief Psychologist, Queen Street Mental Health Centre, Toronto

MAURICE FELDMAN, *Ph.D. (McMaster)*
Acting Director, Behaviour Research Program, Surrey Place Centre, Toronto

HENRY FENIGSTEIN, *M.D. (Warsaw)*
Psychiatrist & Director, North York Group Psychotherapy Foundation, Toronto

JOEL GOLDBERG, *Ph.D. (Waterloo)*
Staff Psychologist, Clarke Institute of Psychiatry, Toronto

JEFFREY GOODMAN, *Ph.D. (York)*
Senior Psychologist, Psychodiagnostic Clinic, Queen Street Mental Health Centre, Toronto

RICARDO HARRIS, *Ph.D. (Toronto)*
Staff Psychologist, Toronto East General Hospital, Toronto

NORMAN JOHNSTON, *Ph.D. (Wayne State)*
Director of Research and Development, Jackson Smye Inc., Willowdale

CHARLES MARINO, *Ph.D. (Edinburgh)*
Director, Atkinson Counselling Centre, York University

RONALD P. MYHR, *Ph.D. (Toronto)*
Coordinator of Employee Advisory Service, Management Services Department, Toronto City Hall

NATHAN POLLOCK, *Ph.D. (Toronto)*
Psychologist, Forensic Service, Clarke Institute of Psychiatry, Toronto

JOSEPH REGAN, *Ph.D. (Toronto)*
Psychologist, St. Michael's Hospital, Toronto

REGINALD REYNOLDS, *Ph.D. (Waterloo)*
Chief Psychologist, Ontario Correctional Institute, Brampton

JUDITH ROSS, *Ph.D. (Syracuse)*
Staff Psychologist, Psychiatric Division, Health Service, University of Toronto

SHAWN SCHERER, *Ph.D. (Toronto)*
Director, R.E.A.D. Clinic, Toronto

JOHN W. SCHNEIDER, *Ph.D. (Harvard)*
Chief Psychologist, St. Joseph's Hospital, Hamilton

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor, OISE, and Consulting Psychologist, Wellington County Separate School Board, Guelph

JEAN E. WALLACÉ, *Ph.D. (Washington)*
Psychologist, St. Joseph's Hospital, Hamilton

PETER WAXER, *Ph.D. (York)*
Acting Chairperson, Counselling and Development Centre, York University

MARJORIE WHITNEY, *Ph.D. (York)*
Head of Adult Services, Psychology Department, North York General Hospital, Toronto

W. LARRY WILLIAMS, *Ph.D. (Manitoba)*
Program Director, Behaviour Management Program, Surrey Place Centre, Toronto

PROGRAMS OF SPECIALIZATION

Please direct inquiries for this department to the chairperson of the department.

The Department of Applied Psychology offers the following degree programs in three major areas:

—Educational Psychology: M.Ed., Ed.D., M.A., and Ph.D. programs

—Counselling Psychology: M.Ed. and Ed.D. programs

—School Psychology: M.A. and Ph.D. programs, plus M.A., Ph.D., M.Ed., and Ed.D. programs in Early Childhood

A variety of Master of Education for Special Purposes programs are available. See section on page 86 below and the "Interdisciplinary Focuses" section of this Bulletin.

The Department of Applied Psychology does not ordinarily consider applications for admission to degree programs commencing in January.

ADMISSION REQUIREMENTS

Basic admission requirements for all degree programs are outlined on pages 28 to 35 in this Bulletin.

—M.Ed.: see pages 28 to 29 and the particular M.Ed. specializations in this section. The new M.Ed. programs pertain to students commencing in the 1986 Summer Session and thereafter.

—M.A.: see pages 30 to 31.

—Ed.D.: see pages 32 to 33.

—Ph.D.: see pages 34 to 35.

In addition, some of the programs in this department will have specific requirements relative to the nature and length of the program. Any such requirements will be found with the description of the programs listed below. Applicants should always consult the basic admission requirements listed earlier in the Bulletin as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Applied Psychology.

Although the minimum requirement for admission is a mid-B standing in undergraduate study, students normally need a higher academic standing to compete effectively with the large number of good applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students may be admitted. Program admission committees reserve the right to determine which applicant may be admitted to their program (see items 2*(b)* and 3 on the page opposite the Contents page of this Bulletin).

Applications are obtainable from the Office of Graduate Studies. For further information see pages 11 to 13 of this Bulletin.

Deadline for all new applications is February 1. All continuing students must submit pre-enrolment forms for course selection by April 1.

Normally, students apply to one specialization, but under certain circumstances a student may apply for up to three specializations. Students applying to more than one specialization should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

PROGRAM REQUIREMENTS

All the programs in Applied Psychology adhere to the guidelines as outlined on pages 29 to 36 in this Bulletin with these exceptions: The M.A. in School Psychology is a two-year program after a four-year degree in psychology. The M.Ed. (2) in Counselling requires a four-year degree in psychology and full-time residence in the program. The Ed.D. (2) in Counselling requires two years of full-time study.

Courses of study are arranged in consultation with a faculty advisor after admission and will take into account not only the requirements listed on pages 29 to 35, but the student's background and individual needs, as well as the particular demands of the specialization.

Programs for the Ed.D. (2) in Counselling, the Ph.D. in School Psychology, and the Ph.D. in Educational Psychology have been planned so that graduates may meet the academic criteria for registration as a psychologist in Ontario through examination by the Ontario Board of Examiners in Psychology (OBEP). Students anticipating eventual registration are advised to plan their individual programs in conjunction with their faculty advisors to meet the academic criteria of OBEP. (See page 87 for information on OBEP registration.)

COMPREHENSIVE EXAMINATIONS

Ph.D. candidates in Educational Psychology and School Psychology, and Ed.D. candidates in Counselling (2) programs will be required to write comprehensive departmental examinations to cover their general psychology knowledge as well as their individual specialization.

EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. programs in Educational Psychology focus on applied cognitive science and community psychology. The M.Ed. and Ed.D. programs focus on the psychology of teaching and community psychology. Students interested in the M.Ed. and Ed.D. programs must indicate the focus they are interested in when they apply.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

The program features two different focuses. Students will be expected to apply for one of the two described below.

FOCUS ON TEACHING

This program emphasizes the psychology of instruction, and is intended primarily for teachers wishing to reflect on and improve their classroom teaching.

ADMISSION REQUIREMENTS

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) Teacher certification;

(c) At least one year of professional experience.

PROGRAM OF STUDY

Those admitted are expected to take at least six half-courses in the Department of Applied Psychology with an emphasis in Educational Psychology. Some students may pursue their degree under Option I, but students who anticipate possible admission to the Ed.D. in Teaching will be required to study under Option II. The program (which may be undertaken on a full- or a part-time basis) should be arranged in consultation with the student's faculty advisor.

FOCUS ON COMMUNITY PSYCHOLOGY

Designed primarily for individuals interested in a community orientation to social problems with an accent on social-class, gender, and ethnic issues.

ADMISSION REQUIREMENTS

(a) An undergraduate degree from the

University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) A year of professional experience.

PROGRAM OF STUDY

Those admitted are expected to take at least four half-courses with a heavy emphasis in community psychology. Additional courses with an emphasis in community development may be taken in other departments of the Institute. A core course in community psychology and a practicum in a community setting will be required. Students may pursue this degree under Option I or Option II. However, students planning to seek admission to the doctoral program should follow Option II.

The complete program (which may be undertaken on a full- or a part-time basis) should be arranged in consultation with a faculty advisor.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

Students pursuing this degree must follow the Applied Cognitive Science focus or the Community Psychology focus.

FOCUS ON APPLIED COGNITIVE SCIENCE

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdisciplinary Focuses" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

ADMISSION REQUIREMENTS

(a) A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.

(b) MAT and GRE scores are not required.

PROGRAM OF STUDY

(a) Six half-courses;

(b) A thesis.

RESIDENCE REQUIREMENT

One year of full-time study. (See page 15.)

FOCUS ON COMMUNITY PSYCHOLOGY

The M.A. program is designed to introduce candidates to social psychological theory and research relating to community issues that involve an analysis of class, gender, and ethnicity.

ADMISSION REQUIREMENTS

(a) A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.

(b) MAT and GRE scores are not required.

PROGRAM OF STUDY

(a) Six half-courses;

(b) A thesis.

RESIDENCE REQUIREMENT

One year of full-time study. (See page 15.)

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

This program features two different focuses. Students will be expected to apply specifically for one of the two described below.

FOCUS ON TEACHING

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; or to act as specialists in in-service training and as staff members in agencies offering psychological services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

ADMISSION REQUIREMENTS

(a) A University of Toronto M.Ed. degree with specialization in Teaching, or the equivalent, with B+ standing or better;

(b) If accepted, a Qualifying Research Paper (see page 33), to be successfully completed before registration in the program.

PROGRAM OF STUDY

(a) A minimum of eight half-courses, four of which must be in Applied Psychology;

(b) A thesis.

RESIDENCE REQUIREMENT

One year of full-time study. (See page 15.)

FOCUS ON COMMUNITY PSYCHOLOGY

This program is designed primarily for practitioners in community settings with either an educational or a social psychological emphasis, and for persons who wish to develop expertise leading to professions in community settings. Embedded in this focus is an interest in analysis of class, gender, and ethnic issues.

ADMISSION REQUIREMENTS

(a) A University of Toronto M.Ed. degree with specialization in Applied Psychology, or the equivalent, with B+ standing or better;

(b) If accepted, a Qualifying Research Paper (see page 33), to be successfully completed before registration in the program.

PROGRAM OF STUDY

(a) A minimum of eight half-courses, four of which must be in Applied Psychology, with a heavy emphasis in community psychology, and must include a practicum and an internship experience in a community setting;

(b) A thesis, which normally involves community development for a community setting or a critical reflection upon an existing program.

RESIDENCE REQUIREMENT

One year of full-time study. (See page 15.)

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

The program features two different focuses. Students will be expected to apply for one of the two described below.

FOCUS ON APPLIED COGNITIVE SCIENCE

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdisciplinary Focuses" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

ADMISSION REQUIREMENTS

A University of Toronto M.A. degree with specialization in Applied Cognitive Science, or the equivalent, with B+ standing or better. Applicants who hold other than the above degree must submit a copy of their thesis, if applicable, or a paper that represents their best work.

PROGRAM OF STUDY

(a) A minimum of eight new half-courses, four of which must be in Applied Cognitive Science and will comprise the major, and four other courses normally divided into two minor areas;

(b) A comprehensive examination for all candidates who commenced the Ph.D. degree program after July 1, 1986;

(c) A thesis.

RESIDENCE REQUIREMENT

A minimum of two years of full-time study. (See page 15.)

FOCUS ON COMMUNITY PSYCHOLOGY

This program is designed primarily for persons desiring expertise in community psychology leading to professions in universities or in community settings (e.g., school boards, social agencies) as either researchers or practitioners. Embedded in this focus is an interest in analysis of class, gender, and ethnic issues.

ADMISSION REQUIREMENTS

(a) A University of Toronto M.A. degree with specialization in Applied Psychology, or the equivalent, with B+ standing or better;

(b) For candidates with non-thesis master's degrees, if accepted, successful completion of a Qualifying Research Paper (see page 35) before registration in the program.

PROGRAM OF STUDY

(a) A minimum of eight new half-courses, four of which must be in Community Psychology and will comprise the major, and four other courses normally divided into two minor areas;

(b) A comprehensive examination for all candidates who commenced the Ph.D. degree program after July 1, 1986;

(c) A thesis.

RESIDENCE REQUIREMENT

A minimum of two years of full-time study. (See page 15.)

COUNSELLING PSYCHOLOGY

Applicants contemplating an M.Ed. program related to counselling should note that there are three alternative programs described below; they should consider each in relation to their own areas of interest. Note also that there are two Ed.D. programs.

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from the Registrar, Services Section, Ministry of Education, 18th floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling (1).

ADMISSION REQUIREMENTS

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) Teacher certification;

(c) At least one year of teaching experience.

In addition to the general requirements listed above, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:

(a) A course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level.

or

(b) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and one additional half-course in Applied Psychology.

or

(c) The Ontario Specialist Certificate in Guidance.

PROGRAM OF STUDY

Candidates may pursue this program on a full- or part-time basis.

Students commencing the M.Ed. in Guidance and Counselling program July 1, 1986, and thereafter have the option of completing their program either under the Institute's Option I (ten half-courses plus a comprehensive examination) or under the Institute's Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

The program is planned by the student in consultation with the faculty advisor and cannot be reduced because of guidance certificates held. Within the four half-courses required in Applied Psychology every program must include counselling theory and a practicum experience.

Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

MASTER OF EDUCATION IN COUNSELLING (1)

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics and multicultural counselling, and community mental health centres.

ADMISSION REQUIREMENTS

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) At least one year of relevant experience.

PROGRAM OF STUDY

Students commencing the M.Ed. in Counselling (1) program July 1, 1986, and thereafter have the option of completing their program either under the Institute's Option I (ten half-courses plus a comprehensive examination) or under the Institute's Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

Individual programs will be worked out by the student in consultation with a faculty advisor. Within the four half-courses required in Applied Psychology every program will contain counselling theory and a practicum.

Students who complete this program and who possess a four-year undergraduate degree in psychology may apply for admission to either the Ed.D. (1) or (2). In the case of (2), however, the M.Ed. degree must have been pursued on a full-time basis.

MASTER OF EDUCATION IN COUNSELLING (2)

This program is limited to applicants who are planning to apply to continue their studies through the Ed.D. in Counselling (2) program. (See Ed.D. (2) program below.) Only a small number of applicants are accepted into this program each year.

ADMISSION REQUIREMENTS

(a) A University of Toronto four-year undergraduate degree in psychology, or an equivalent degree, with mid-B standing or better;

(b) No MAT or GRE score is required.

PROGRAM OF STUDY

The M.Ed. degree program in Counselling (2) for students commencing July 1, 1986, and thereafter will be pursued under the Institute's Option II (eight half-courses plus a research project/paper). The research project/paper will be under the supervision of the student's faculty advisor. Students will plan their program in consultation with the faculty advisor. Every program will include counselling theory and practicum which will constitute at least the equivalent of four half-courses in Counselling Psychology.

RESIDENCE REQUIREMENTS

Residence is required from September to April, which represents the Regular Session. (See page 15.) Normally six half-courses are taken during this period. The remaining two half-courses can be undertaken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY)

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two options – Ed.D. (1) and Ed.D. (2) – in the study of counselling at this level. They are distinguished from one another principally on the basis of the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the options themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

ED.D. IN COUNSELLING (1)

Counsellor training in this option emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting. Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the Doctor of Education programs stated on pages 32 and 33, the Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling from the University of Toronto, or an equivalent degree, with B + standing or better.

(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

(c) Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

PROGRAM OF STUDY

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, five of which must be in Counselling Psychology.

RESIDENCE REQUIREMENTS

Each student must remain in residence at OISE for one full year, and in addition serve a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, and are encouraged to enter the year of residence within two years of admission to the program.

INTERNSHIP REQUIREMENTS

The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

THESIS

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

ED.D. IN COUNSELLING (2)

The principal emphasis in this option is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

ADMISSION REQUIREMENTS

The Department of Applied Psychology specifies the following:

(a) A four-year undergraduate degree in psychology from the University of

Toronto, or an equivalent undergraduate degree.

(b) The applicant must normally hold an M.Ed. (2) degree with specialization in Counselling from the University of Toronto, or an equivalent degree, with B+ standing or better. Students who have the equivalent course requirements but lack the internship requirement of the M.Ed. (2) program may be admitted under the condition that this requirement will be included in the doctoral program.

(c) Applicants who hold an appropriate master's degree in psychology or a closely related area may be admitted to the Ed.D. (2) program.

(d) Applicants who hold an M.Ed. (2) or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

PROGRAM OF STUDY

Students will plan their individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in counselling psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues. The half-courses covering these areas are required. If a student has completed the M.Ed. (2) degree, eight half-courses will be required.

Students must take at least the equivalent of five half-courses in Counselling Psychology.

RESIDENCE REQUIREMENTS

Two years of residence are required of students entering the Ed.D. (2) program.

INTERNSHIP REQUIREMENTS

All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience. Students entering the Ed.D. (2) program will undertake their first internship during their first year in residence. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services.

THESIS

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

EXAMINATIONS

In addition to normal course requirements, students will twice be examined systematically, once in general psychology and once in professional psychology. The first of these is a qualifying examination in general psychology, which will normally be taken during the first year of residence. It will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The second examination, to be taken upon completion of coursework requirements, is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

SCHOOL PSYCHOLOGY

The School Psychology Division offers programs in both School and Early Childhood.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school and community settings.

ADMISSION REQUIREMENTS

Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree in psychology. Those with three-year undergraduate degrees in psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

PROGRAM OF STUDY

The program normally requires a minimum residence period of two academic years.

The program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis. At least nine half-courses should be taken in the Department of Applied Psychology, five of which must be in School Psychology.

Students in consultation with a faculty advisor will devise an individualized program that takes into account the student's academic and professional background and preferences, departmental rules, and course availability.

A thesis is required.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

Like the master's program above, this program is intended to prepare a person to help in the solution of practical psychoeducational problems, as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably find themselves in positions of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive applied and scientific preparation than is usually expected for positions requiring the master's degree.

ADMISSION REQUIREMENTS

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in psychology or equivalent, and with the two-year M.A. (School Consultant Option) described above. However, a limited number of outstanding students holding an appropriate master's degree in psychology from elsewhere may be admitted to a two-year doctoral program.

A student accepted into the Ph.D. program having already earned from another university a master's degree in applied psychology which is not considered to be equivalent to the M.A. (School Consultant Option) program will be required to take a three-year doctoral program with a minimum of twelve half-courses. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

PROGRAM OF STUDY

Students entering a two-year Ph.D. will be required to complete a minimum of eight half-courses. Their program, which should be arranged in consultation with a faculty advisor, should take into account their academic and professional background and preferences, departmental rules, course requirements already met, course availability, and internship requirements. The majority of the courses should be taken in the Department of Applied Psychology and should include at least three in School Psychology.

In addition, all students proceeding to a Ph.D. degree in School Psychology are required to complete a dissertation. Comprehensive examinations in core areas of psychology and professional specialization are also required.

MASTER OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

Students entering this focus will have had experience as teachers and/or early childhood specialists. The aim of the program of study is to increase the students' understanding in the areas of cognition, language, emotionality, and social and physical development. The training will be interdepartmental and may involve further practical experience.

ADMISSION REQUIREMENTS

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) A year of experience working with children in a preschool day nursery or its equivalent;

(c) A minimum of three psychology courses at the undergraduate level, one being in child development.

PROGRAM OF STUDY

A program of study will be developed with an advisor and will require at least three half-courses in Applied Psychology with a heavy emphasis in early childhood, plus optional courses from the Department of Applied Psychology and other departments. If doctoral study is anticipated, at least four half-courses should be taken in Applied Psychology that are relevant to early childhood.

Students may follow either Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). However, anyone planning to eventually apply to the Ed.D. program in Early Childhood should follow Option II.

RESIDENCE REQUIREMENT

This program may be undertaken on either a part- or a full-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

This program is designed primarily for persons who have had considerable experience working with children – for example, as teachers or as specialists in child psychology or child welfare at the master's level – and who wish to develop their professional expertise. The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Graduates of this program will be prepared to assume senior positions at decision-making levels in areas related to children's development and growth and/or at the practice level within the children's field.

ADMISSION REQUIREMENTS

(a) A University of Toronto M.Ed. degree in Early Childhood, or its equivalent, with B+ standing or better and with a minimum of four Applied Psychology courses relevant to early childhood;

(b) Successful professional experience in early childhood education or in a relevant field;

(c) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evi-

dence would include a high-quality project report, a Qualifying Research Paper, or a master's thesis. After the screening interview, the selection team will then be responsible for the evaluation of the candidate's ability and promise in research and development.

PROGRAM OF STUDY

The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Each program is individually designed by the student and a faculty advisor. Every attempt is made to ensure coordination of the program with the student's career, interests, and course requirements.

(a) A minimum of eight half-courses are required, four of which must be taken in the Department of Applied Psychology.

(b) The Ed.D. thesis will report the results of a study that addresses theoretical issues applicable to professional concerns and practice, or that focusses directly on empirical aspects of educational practice.

RESIDENCE REQUIREMENT

One year of full-time study is required. Ordinarily the first courses are taken on a part-time basis. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

The M.A. program emphasizes research in the field of early childhood with an integration of child developmental research and theory, classroom practice, and educational issues.

ADMISSION REQUIREMENTS

A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better.

PROGRAM OF STUDY

(a) Six half-courses;

(b) A thesis.

RESIDENCE REQUIREMENT

One year of full-time study to be undertaken at the beginning of the program.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

This program emphasizes conducting original research in the field of early childhood. Students involved in this program are expected to undertake an internship within either an educational or a clinical setting.

ADMISSION REQUIREMENTS

(a) A University of Toronto M.A. degree in Early Childhood, or the equivalent, with B+ standing or better;

(b) Professional experience in early childhood education or a relevant field.

PROGRAM OF STUDY

(a) A minimum of eight new half-courses, four of which must be in Early Childhood and will comprise the major, plus four other courses normally divided into two minor areas;

(b) An internship;

(c) A comprehensive examination for all candidates who commenced the Ph.D. degree program after July 1, 1986;

(d) A thesis.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs outlined in Educational Psychology, Counselling Psychology, and School Psychology meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. All applications must include a rationale for taking a Special Purposes M.Ed. program. In addition, they must indicate course preferences. Further information will be found on page 28. The Special Purposes M.Ed. degree programs for students commencing July 1, 1986, and thereafter, including those which emphasize particular interests (such as outlined below), will be pursued under Option II (eight half-courses plus a research paper).

Please note: All new applications for this program commencing in the Regular Session or the Summer Session *must be submitted by February 1.* All continuing students must submit pre-enrolment forms for course selection by *April 1.*

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare educators and counsellors living in a multicultural and multiracial society. Those who intend to work, or are working, in a multicultural school or community setting will find these courses particularly relevant. Courses offered are also appropriate for Canadian students interested in working and living in other cultures as well as international students. The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto. Aaron Wolfgang and Peter Gamlin are the coordinators of the focus. A program of study should be worked out by each student in consultation with these faculty coordinators. A minimum of three half-courses must be taken in the Department of Applied Psychology. If doctoral study is contemplated, at least four half-courses must be taken in the department.

THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY AND THE REGULATION OF THE PRACTICE OF PSYCHOLOGY IN ONTARIO

The practice of psychology in the Province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral program or from any graduate program in psychology does not in itself qualify a person to practise as a psychologist. The Ontario Board of Examiners in Psychology (OBEP) regulates the practice of psychology and examines candidates for registration as a psychologist in Ontario. For further information contact

The Registrar
The Ontario Board of Examiners in Psychology
101 Davenport Road
Toronto, Ontario M5R 1H5

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice for a fee.

"The Board does not approve private practice by candidates on the Temporary Register, and certainly cannot countenance similar activities by students.

"By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

Students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, students may enrol in more than two half-courses by arrangement with their advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1270s, 1280s, 1290s, 3270s, 3280s, and 3290s; all of these are in the Department of Special Education.

1200 F,S,H INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff

1201 F,S,H CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin

1202 F,S,H THEORIES AND TECHNIQUES OF COUNSELLING

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration.

Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Counselling students will have priority for enrolment in this course.
J. Wine and staff

1203 Y PRACTICUM IN COUNSELLING

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting.

In addition to regular class meetings and time spent in individual supervision with the instructor, M.Ed. students in counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15 in order to arrange the best match between the student's needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

Note: Practicum plus class work during the Summer Session takes a full day each day of the week.

Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: 1202F,S,H, for counselling students only.
M. Guttman and *J. C. Weiser*

1205 H INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.

Prerequisite: Permission of the instructor.
K. Henderson

1206 F,S,H SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

An examination of theoretical aspects of human cognition and their relevance to everyday life. Theoretical topics include the representation of knowledge, knowledge acquisition in reading and learning, and maintaining knowledge in memory. Practical topics include cognition and instruction, cognition and the law, memory

in everyday life, and individual differences in cognition.
S. R. Palef

1207 F,S,H MOTIVATION IN EDUCATIONAL CONTEXTS
Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.
K. Henderson

1209 F,S,H SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION
Policy alternatives such as cooperative education, social realism and stereotyping in curriculum, and teacher democracy will be explored in the context of a socialist humanist theory. The roots of socialist humanism including neo-Marxism and utopian cases such as the Israeli Kibbutz will be developed.
J. Quarter

1210 F,S,H LEARNING STYLES AND TEACHING APPROACHES
Considers relation between student learning style and teaching approaches with an emphasis on how teachers can adapt their approaches. In addition to reviewing relevant research, students will engage in experiential exercises and view demonstration tapes.
D. Hunt

1212 F,S,H PSYCHOLOGICAL ASPECTS OF COUNSELLING AND TEACHING NEW CANADIANS
The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, non-verbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.

Prerequisite: Permission of the instructor.
A. Wolfgang

1214 F,S,H RESEARCH SEMINAR IN MULTICULTURAL STUDIES
The course is designed to enable students to do an extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to do a review of the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do field work to collect data ranging from interviewing and visiting ethnic neighborhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.

Prerequisite: Permission of the instructor.
A. Wolfgang

1216 Y PSYCHOEDUCATIONAL ASSESSMENT
Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children – Revised, as well as educational testing, and tests of special abilities and adaptive behavior. Assessment of culturally different and exceptional children.

Prerequisite: This course is normally limited to students in the School Psychology program. Others by permission of instructor only.
D. Shipe and *R. B. MacIntyre*

1217 F,S,H BEHAVIOR MANAGEMENT IN THERAPY AND EDUCATION
A review of behavioral management and self-management theories and techniques

applicable to clinical and school settings. Emphasis will be on developing skills in analysis of behavioral units and in establishing effective intervention contracts. Application of skills in a practical setting and a self-management project will be included.
R. B. MacIntyre

1219 F,S,H ETHICAL ISSUES IN APPLIED PSYCHOLOGY

Ethical issues arising from psychological research and practice are examined with reference to historical, social, legal, and collegial influences. Standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.
K. Henderson

1220 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART I

Discussion of professional relations in schools and strategies of applying psychological principles to educational problems. Includes seminar and observational practicum in schools. School Psychology students only. Ordinarily taken in the first year of the School Psychology M.A. program.
S. Miezitis and *O. Weininger*

1221 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART II

Further examination and discussion of professional relations in schools, ethical considerations, strategies of applying psychological principles to educational problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only. Ordinarily taken in the second year of the School Psychology M.A. program.

Prerequisite: 1219F,S,H and 1220F,S,H
S. Miezitis and *O. Weininger*

1224 F,S,H PSYCHOPATHOLOGY OF INFANCY AND CHILDHOOD

Consideration of the process of atypical behavior development in children, focussing on etiology, characteristics, and social, psychological, and educational consequences, as well as on potential for change. These aspects will be examined against the background of the normal personality development.
O. Weininger

1225 F,S,H PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.

Prerequisite: This course is limited to students in the School Psychology program who have completed 1216Y. Permission of the instructor is required.
Staff

1226 F,S,H SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

1227 H PRACTICUM IN EDUCATIONAL PSYCHOLOGY

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.
P. Gamlin and staff

1228 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART I

This course will examine one of several contemporary models of psychotherapy such as Transactional Analysis, Gestalt,

Psychodrama, Bioenergetic Analysis, and Family Therapy. The particular model to be examined will be named in the schedule of courses each year.
Staff

1229 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART II

Each year this course will examine a model which is different from that dealt with in 1228F,S,H.

Prerequisite: Permission of the instructor.
Staff

1232 F,S,H PSYCHOEDUCATIONAL APPRAISAL IN TEACHING YOUNG CHILDREN

Theory and practice in early assessment and intervention. Use of classroom observation and diagnostic teaching approaches in the assessment of learning styles. Experimentation with alternative teaching styles and classroom intervention strategies to enhance student motivation and learning.

Prerequisite: Permission of the instructor.
S. Miezitis

1233 F,S,H PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES: CONCEPTUAL DIMENSIONS

Conceptual issues fundamental to educational practice are examined from several theoretical and empirical perspectives, primarily those of Applied Cognitive Science. Such issues as cognitive development, language development, moral development, learning, instruction, abilities, and motivation are examined with a view both to increasing psychological understanding and to improving educational practice. For M.A. candidates in Educational Psychology; otherwise by permission of the instructor.
Staff

1234 F,S,H FOUNDATIONS OF COGNITIVE SCIENCE

This course will extend the theoretical perspectives developed in 1233F,S,H and apply them to current issues in educational thought and practice. *This course is offered jointly between the graduate department of Education and the McLuhan Program in Culture and Technology and carries the identifier JME rather than EDT.*
D. R. Olson and staff

1237 F,S,H INTELLECTUAL DEVELOPMENT AND INSTRUCTIONAL DESIGN

The purpose of this course is to provide students with a basic understanding of the manner in which children's thought processes develop during the preschool, elementary school, and high school years; also to develop skills for utilizing this understanding to improve the design of classroom and remedial learning activities during each period.
R. Case

1238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY

A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

1239 F,S,H LANGUAGE OF THE ARTS IN THERAPY AND TEACHING

A consideration of therapy and teaching as dialogues, as a narrative mode, and as a search for a language for existing: recreating language beginning from its potential as dialogue; thinking as basically the way we describe and understand and interpret the stories of ourselves and others; repairing the basic image of rupture in humans through potentiating personal expressive modes. An articulation of the language of the creative arts (linguistic, pictorial, sculptural, musical, choreographic, etc.) is emphasized.
V. Darroch-Lozowski

1241 F,S,H EVALUATING METHODS IN EARLY EDUCATION AND CHILD CARE

This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child

care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of intervention factors, will be considered. Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.
A. Biemiller

1242 Y DEVELOPMENTAL PATTERNS IN EARLY CHILDHOOD

An overview of child development, what influences it, and the changes that take place. A brief review of research techniques and statistics will be provided. Six major areas of development will be covered: physical and physiological growth; information, planning, and arousal systems; skills; temperamental and emotional characteristics; self processes; and behavior. This course is offered at the Institute of Child Study (Course 1002). Students from the Ontario Institute for Studies in Education enrolled in this course will be expected to complete Course 1002 requirements, and, in addition, to choose a special area of child development for intensive examination and prepare a major paper critically reviewing the literature in that area.
A. Biemiller and *O. Weininger*

1243 F SEMINAR IN COMMUNITY PSYCHOLOGY AND COMMUNITY DEVELOPMENT: PART I

This is an introductory seminar for the Community Psychology focus in Educational Psychology. The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
J. Quarter and *E. V. Sullivan*

1244 S SEMINAR IN COMMUNITY PSYCHOLOGY AND COMMUNITY DEVELOPMENT: PART II

A development of the topics in 1243F. Prerequisite: 1243F.
J. Quarter and *E. V. Sullivan*

1245 F RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY: PART I

The research practicum in Community Psychology prepares students for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.
J. Quarter and *E. V. Sullivan*

1246 S RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY: PART II

A development of the topics in 1245F. Prerequisite: 1245F.
J. Quarter and *E. V. Sullivan*

1247 H PRACTICUM IN ADULT COUNSELLING

This course is an extension of the practicum taken by students in 1203Y and may be taken only by students enrolled in the Counselling program.
Staff

1248 F,S,H PSYCHOLOGY OF SEXISM IN EDUCATION

The course will focus on the ways that selection of research questions, conduct of research, and interpretation of findings in research on sex differences in cognitive, social, and emotional factors have perpetuated sexism in education at all levels. Emphasis on research methods will include examination of ways that some current researchers are breaking the self-perpetuating link between sexist attitudes and research and are developing new ways of understanding sex similarities and differences.
P. J. Caplan

1250 F,S,H FUNDAMENTAL CONCEPTS OF PSYCHOSYNTHESIS: PART I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality and of the personality with the spiritual aspects of people. The course will feature experiential as well as didactic techniques.
J. C. Weiser

1251 F,S,H FUNDAMENTAL CONCEPTS OF PSYCHOSYNTHESIS: PART II

This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature experiential as well as didactic techniques.
J. C. Weiser

1252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1253 F,S,H FEMINIST ISSUES IN COUNSELLING PSYCHOLOGY AND PSYCHOTHERAPY

The course examines the models of human functioning that underlie approaches to treatment and helping services provided for women, with particular attention to sociohistorical context. The first part of the course deals with traditional images of women in Western culture, particularly as evidenced in psychology, psychiatry, and psychoanalysis. The latter half of the course explores feminist models of human functioning and associated helping services, especially non-sexist and feminist therapies.
J. Wine

1257 F,S,H FEMALES' PSYCHOLOGICAL DEVELOPMENT

Both traditional and modern theories of aspects of human psychological development pertaining to females will be critically examined. Special emphasis will be placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
P. J. Caplan

1258 F,S,H THE PSYCHOLOGY OF MOTHERHOOD AND ITS RELATEDNESS TO EDUCATION

Mothers play a major role as educators and guides of their children's development as well as providing essential support to the formal school system. The psychology of being and of having a mother is examined, with special emphasis on recent feminist analyses of the mother's role. Topics to be covered depend partly on the interests of the students who enrol but will include single mothers, mothers of color and immigrant mothers, lesbian mothers, stepmothers, aging mothers, mother–daughter and mother–son relationships, and the nature of psychological barriers between mothers and both their young and their adult offspring.
P. J. Caplan

1261 F,S,H GROUP WORK IN COUNSELLING

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
J. C. Weiser and *A. Wolfgang*

1266 F,S,H THEORY AND PRACTICE OF CAREER DEVELOPMENT

This course aims at preparing the counsel-

lor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
S. A. Alvi

1267 Y ADVANCED PRACTICUM IN COUNSELLING
A continuation of 1203Y, designed primarily for M.Ed. students.

Prerequisite: 1202F,S,H, 1203Y, and permission of the instructor.
Staff

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enrol in 3207F,S,H and 3208F,S,H. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION
An examination of knowledge – its representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
Staff

3202 F,S,H ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY
Second-year doctoral students, under faculty supervision, will supervise M.A. students in 1219F,S,H, 1220F,S,H, and 1221F,S,H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1219F,S,H, 1220F,S,H, and 1221F,S,H
S. Miezitis and *O. Weininger*

3205 F,S,H RESEARCH METHODS IN SCHOOL PSYCHOLOGY
An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and applied problems in school psychology.

The course is designed to lead to the development and refinement of a dissertation proposal. Required for Ph.D. candidates in School Psychology; open to other doctoral candidates by permission of the instructor.
M. Orme

3206 F,S,H RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD
An examination of conditions during the prenatal and infant period of development that will have an impact on later behavior. Normal development is studied with a view to recognizing deviations from it, and research literature focussing on this early period is explored. Students will observe infants in various settings.
O. Weininger

3207 F,S,H RESEARCH SEMINAR IN CHILD DEVELOPMENT
This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research that introduce strategies for evaluating change. The logic of single-subject and small-group research designs is considered as well as analyses used in large-group research. Statistical concepts and tests are introduced through examples and step-by-step computational procedures to help students understand how to apply statistical tests to experimental findings. Methodological issues in testing and assessment across cultures are examined in

relation to developmental changes in behavior.

Prerequisite: Permission of the instructor.

P. Gamlin

3208 F,S,H RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

This seminar will cover the areas of emotional and affective processes during adolescence; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological dimensions of the adolescent years.

O. Weininger

3209 F,S,H PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes in perception, thinking, and instruction.

Prerequisite: Permission of the instructor.

D. R. Olson

3210 F,S,H RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective which involves two persons or more. Examples are drawn from teacher–student, counsellor–client, and parent–child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.

D. Hunt

3212 F,S,H MOTIVATIONAL CONTEXTS AND LEARNING

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.

K. Henderson

3214 F,S,H CENTRAL NERVOUS SYSTEM INFORMATION-PROCESSING AND CHILDREN'S LEARNING

The relation between central nervous system organization and development and intellectual and cognitive skills is investigated. Also studied are organizational dysfunctions and subsequent psychological impairment of learning processes.

Prerequisite: Permission of the instructor.

O. Weininger

3215 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART I

Theories of counselling and psychotherapy are examined within a framework of current issues in psychology and are addressed through reflective analysis.

D. S. Abbey

3216 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.

A. Wolfgang

3217 Y PRACTICUM IN COUNSELLING PSYCHOLOGY

Prerequisite: Permission of the instructor is required of all students other than those in Counselling Psychology.

C. M. Christensen and staff

3218 F,S,H RESEARCH SEMINAR IN COUNSELLING

A weekly seminar focussing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.

Prerequisite: 3216F,S,H.

A. Wolfgang

3220 F,S,H ANALYSIS OF LEARNING TASKS

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time the course is offered it has a focus on a different instructional problem.

C. Bereiter

3221 Y THE ASSESSMENT OF DEVELOPMENTAL DIFFERENCES IN THINKING APPLIED TO MULTICULTURAL CONTEXTS

This full course running all year is divided into two parts. In the first term students will have hands-on experience developing a dynamic assessment of learning potential. This approach describes a sphere of potential to learn which is modifiable through the application of instructional aids in various learning tasks. In the second term students will be introduced to the theoretical aspects of the assessment including the applicability of this approach for assessing learning potential in multicultural contexts. Emphasis will be given to the work of Piaget, Gestalt psychology, and investigations of non-literal understanding.

Prerequisite: Permission of the instructor.

P. Gamlin

3222 F,S,H ANALYSIS OF TEACHING STRATEGIES

Applied Focus: Direct consideration will be given to practice, analysis, and observation of teacher performance, and to basic teaching strategies. Exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. *Theoretical Focus:* Social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.

Prerequisite: Permission of the instructor.

M. Orme

3223 F,S,H PSYCHOEDUCATIONAL CONSULTATION: EFFECTING CHANGE IN THE SCHOOLS

Theory and practice in visualizing and effecting change in the schools. Impact of teacher and student perceptions and attitudes on teaching styles and learning approaches. A preventive orientation based on classroom observation is used in assessment and intervention. Implementation of an in-service training/teacher consultation model for rendering psychological services to the schools.

Prerequisite: Permission of the instructor.

S. Miezitis

3224 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. Several personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of the Rorschach technique within the framework of specific theories of personality and methods of scientific inquiry.

Staff

3225 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.

Staff

3227 F,S,H PLAY AND EDUCATION
A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
O. Weininger

3228 F,S,H THE CULTURAL EFFECTS OF MASS MEDIA ON HUMAN COGNITION: EDUCATIONAL DIMENSIONS
This course will focus on television and newspapers in order to attempt to examine the effects on culture and schooling. A critical theoretical perspective will endeavor to link media and their effect on social power within a cultural context.
E. V. Sullivan

3231 F,S,H OBJECT RELATIONS THEORY AND EDUCATIONAL IMPLICATIONS
This course will focus on the developmental framework proposed by Melanie Klein, covering the paranoid schizoid and the depressive positions and the early oedipal. Cases will be presented and discussed.
O. Weininger

3233 F,S,H RESEARCH SEMINAR ON VOCATIONAL THEORY AND CAREER DEVELOPMENT
This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S. A. Alvi and *M. Guttman*

3236 F,S,H USE OF GUIDED IMAGERY IN COUNSELLING AND PSYCHOTHERAPY
This is an advanced-level course for students in Counselling. Students will study the principles and laws of imagery and receive practice and supervision in using Guided Imagery as a therapeutic tool. A background in Psychosynthesis or a familiarity with imagery as a tool for learning is essential.
J. C. Weiser

3237 F,S,H RECENT THEORETICAL ADVANCES IN INTELLECTUAL DEVELOPMENT
This seminar focusses on contemporary theories of intellectual development. Theories of particular developmental processes (e.g., sensorimotor development, development of quantitative skills) as well as general theories of development will be covered. The relevance of contemporary developmental theory for instruction will also be considered.
R. Case

3238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY
Description as for 1238F,S,H, but at the doctoral level.

3240 F,S,H PROJECTIVE TECHNIQUES
An advanced course in nonverbal projective techniques, with an emphasis on the Differential Diagnostic Technique.

Prerequisite: Permission of the instructor.
O. Weininger

3241 Y ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY
This course focusses on psychodiagnosis and psychotherapy, both of which contain theoretical and practical aspects.

Prerequisite: Students must have permission of the instructor. They must also have completed 1224F,S,H and be taking or have completed 3240F,S,H.
O. Weininger

3242 S INTERPRETIVE ANALYSIS OF BIOGRAPHIES: IMPLICATIONS FOR EDUCATION
The basis of the interpretive approach, as it will be discussed in this course, rests in aspects of existentialism and phenomenology, and the focus of the course will be the theoretical addressing of biographical narratives. Through aspects of interpretive inquiry, which requires a reconciliation

between the world of researcher and the world of "other" studied, qualities of biographical discourse as found in life-speaking and life-writing will be reconceptualized.
V. Darroch-Lozowski

3243 F,S,H FUNDAMENTALS OF PSYCHOANALYSIS: PART I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources of technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
S. R. Palef

3244 F,S,H FUNDAMENTALS OF PSYCHOANALYSIS: PART II

This course deals with object relations theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Suttie, Klein, Balint, Winnicott, Fairbairn, Guntrip, Mahler, Kernberg, Miller, and Kohut.

Prerequisite: 3243F,S,H, or permission of the instructor.
S. R. Palef

3245 F ADVANCED RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY: PART I

This research practicum in Community Psychology prepares students for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.
J. Quarter and *E. V. Sullivan*

3246 S ADVANCED RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY: PART II

A development of the topics in 3245F.

Prerequisite: 3245F.
J. Quarter and *E. V. Sullivan*

3247 F,S COOPERATIVE AND COMMUNITY DEVELOPMENT: SOCIAL, PSYCHOLOGICAL, AND EDUCATIONAL PERSPECTIVES

This seminar analyses cooperative forms of social organization in the workplace, housing, community, and education. Both the practical organization of cooperatives and relevant theoretical issues are discussed.
J. Quarter

3248 F,S WORKPLACE AND ORGANIZATIONAL DEMOCRACY: SOCIAL, PSYCHOLOGICAL, AND EDUCATIONAL PERSPECTIVES

This course analyses experiments in the reconstruction of work, including worker cooperatives and community economic development. Both practical case studies and theory are discussed.
J. Quarter

3249 F METHODS IN CRITICAL SOCIAL ANALYSIS IN COMMUNITY PSYCHOLOGY

This course is designed to introduce students to tools of critical social analysis in order to understand and deal with critical community problems. Critical social analysis, as opposed to analytic and functional techniques, is designed to look at community problems and issues as "a totality." Using critical social analytic skills, we will consider simultaneously the personal and the political and economic, the profane and the sacred. Within this framework of analysis, there will be attempts to look dialectically not only within the above dimensions, but also at the complex interplay and interweaving of micro- and macro-social problems and their covariance. Specific topics for analysis include such areas as unemployment, housing, professionalism, the role of the mass media, health care, etc. Critical social analysis refers to those dimensions in the community that are connected to "social power." Examples of such dimensions are class, gender, and race. The object of social analysis is to examine factors and groupings of social power that are related to community mobilization and change.

Prerequisite: 1243F and 1244S or permission of the instructor.
E. V. Sullivan

3252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252F,S,H, but at the doctoral level.

3266 F,S,H SEMINAR: APPLICATIONS OF PSYCHOLOGICAL ANALYSIS AND RESEARCH METHODS

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field which will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required of Ed.D. students in Educational Psychology; open to other doctoral students by permission of the instructor.
Staff

3268 F,S,H EARLY EDUCATIONAL INTERVENTION: THEORY AND PRACTICE

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation. A practicum will be included.
D. Shipe (not offered in 1988/89)

Curriculum

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor, and Chairperson of the Department
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

Admission inquiries should be directed to:
J. PATRICK B. ALLEN, *Ph.D. (Essex)*
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

JOHAN L. AITKEN, *Ph.D. (Toronto)*
Professor, cross-appointed from the Faculty of Education, University of Toronto
(literary theory; aesthetic and values education; children's literature and language in the curriculum; mythology; Canadian literature and women's studies)

LEONARD BERK, *Ph.D. (Stanford)*
Associate Professor
(school program effects; the history of school practices; the politics of the school program)

MICHAEL CANALE, *Ph.D. (McGill)*
Associate Professor, Franco-Ontarian Centre, cross-appointed to the Office of Field Services and Research
(language assessment; communication; self-directed language learning; computer-assisted language learning; French minority language education)

SUSANNE CARROLL, *Ph.D. (Montréal)*
Assistant Professor
(first- and second-language acquisition; linguistic theory; psycholinguistics; second-language education)

BENOIT CAZABON, *Ph.D. (Sherbrooke)*
Associate Professor
(Franco-Ontarian education; pedagogy of French as a first or second language; educational linguistics)

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Professor
(personal-practical knowledge and practical reasoning, with reference to classroom studies, teacher thinking, and policy implementation; scientific enquiry as a basis for science curriculum)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A.*
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

JAMES P. CUMMINS, *Ph.D. (Alberta)*
Associate Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; learning disabilities)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor, cross-appointed from History and Philosophy of Education

ESTHER GEVA, *Ph.D. (Toronto)*
Assistant Professor, cross-appointed from Special Education

BIRGIT HARLEY, *Ph.D. (Toronto)*
Assistant Professor
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

BRENT S. KILBOURN, *Ph.D. (Toronto)*
Associate Professor
(analysis of teaching; science education; epistemology as it relates to curriculum)

SHARON LAPKIN, *Ph.D. (Toronto)*
Associate Professor
(educational linguistics of French; French language studies; bilingual education)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed from History and Philosophy of Education

RAYMOND MOUGEON, *Ph.D. (McGill)*
Associate Professor, Franco-Ontarian Centre, cross-appointed to the Office of Field Services and Research
(sociolinguistics; minority language maintenance or loss; Canadian French; acquisition of French)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Professor, cross-appointed from Applied Psychology

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(evaluation and curriculum; classroom studies)

ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor
(critical pedagogy and cultural studies; ideological analyses of text and discourse; implications of popular culture for curriculum development and teaching)

MERRILL K. SWAIN, *Ph.D. (California at Irvine)*
Professor, and Head, Modern Language Centre, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of technology and research to curriculum; student and program evaluation)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(program evaluation; relationships between school and non-school environments such as museums, work, home; pedagogy of research)

C. GORDON WELLS, *Ph.D. (Bristol)*
Professor
(language development both spoken and written; language and learning across the curriculum; classroom interaction; collaborative research with teachers)

DALE M. WILLOWS, *Ph.D. (Waterloo)*
Associate Professor
(reading theory; reading instruction; learning disabilities and reading disorders; cognitive and linguistic development)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

LYNNE HANNAY, *Ph.D. (Ohio State)*
Assistant Professor, OISE Northwestern Centre
(curriculum development and policy-making; moral education; social studies education)

JACK MILLER, *Ph.D. (Toronto)*
Professor, and Head, OISE Niagara Centre
(curriculum orientations; holistic education; social studies education; values education)

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor, and Head, OISE Northeastern Centre, and Head, OISE Midnorthern Centre
(mathematics learning; complex intellectual functions; curriculum decision-making)

JOHN A. ROSS, *Ph.D. (McMaster)*
Professor, and Head, OISE Trent Valley Centre
(curriculum development; school change; program evaluation)

WAYNE SELLER, *M.Ed. (Lakehead)*
Project Director and Acting Head, OISE Northwestern Centre
(curriculum implementation and evaluation; coaching as an implementation strategy)

ASSOCIATED INSTRUCTORS:

ELIZABETH BERNHARDT, *Ph.D. (Minnesota)*
Assistant Professor, Ohio State University

DAVID BOOTH, *M.Ed. (Durham)*
Head, Dramatic Arts, Faculty of Education, University of Toronto

MENACHEM FINEGOLD, *Ph.D. (Toronto)*
Senior Lecturer, Technion–Israel Institute of Technology, Haifa

PRISCILLA GALLOWAY, *Ph.D. (Toronto)*
Program Leader, Board of Education, North York

NATALIE KUZMICH, *M.A. (Toronto)*
Head, Music Department, Faculty of Education, University of Toronto

JOHN MCINNES, *Ed.D. (Columbia University)*

LOUIS STOKES, *Ph.D. (California at Berkeley)*

JOHN WILLINSKY, *Ph.D. (Dalhousie)*
Assistant Professor, University of Calgary

PROFESSOR EMERITUS:

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*

CONFIDENTIALITY OF STUDENT FILES

Department of Curriculum students have access to their own personal files in the department. All letters of reference written to the department on behalf of a student applying for admission to the department may be reviewed by the student. The department will, however, respect the wishes of external agencies who specifically require that recommendations made by them remain confidential as well as individual referees who request confidentiality.

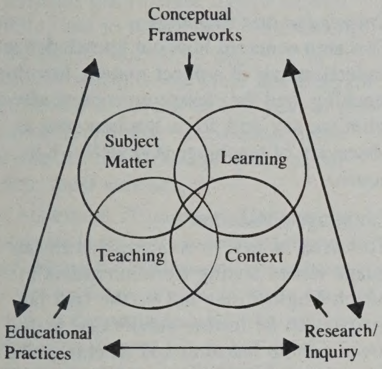
PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto.

The Department of Curriculum is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. We are concerned with such fundamental issues as: What should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

Each of these components also needs to be considered from a number of different perspectives, both singly and in relationship to each other: conceptual frameworks, educational practices, and research/inquiry. The conceptual frameworks perspective helps us to understand curricular problems by reference to, and comparisons among, various theories that bear on curriculum. The educational practices perspective affords us the opportunity to view curricular issues with the benefit of the accumulated knowledge of educational practitioners. The research/inquiry perspective is useful in seeking systematic solutions to curricular problems.

The following diagram is suggestive of the relationships between and among the three perspectives of conceptualization, educational practices, and research/inquiry and the four curricular components: subject matter, learning, teaching, context.



As practised in this department, therefore, the study of curriculum involves the consideration of issues and factors influencing the conceptualization, design, implementation, and evaluation of the curriculum through an examination of learning and teaching situations, instructional practices, the organizational structure of institutions, policy-making, and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationships between curriculum, the nature of knowledge, and the dynamics of communication in the context of learning and teaching situations. Research skills appropriate to such study are developed through coursework within the department.

Some programs and specific courses within the department may highlight a particular component of curriculum: for example, subject matter in the form of language, the arts, or other school program areas. Or, for example, some may highlight a particular perspective, such as evaluation methods in educational practice. Nevertheless, although students may concentrate in a particular area, we actively promote a concern for the interplay among the various educational components and perspectives. For example, a student might study the conceptualization of language or the arts as instructional media, as they relate to the various components of curriculum, or concentrate upon the effects of political, social, and economic theory on what is taught and to whom. The department believes that there is an inextricable link between theory and practice and actively promotes reflexivity between the two. Thus, students interested in educational practice learn to adopt this perspective with a reflective stance, and those with conceptual interests to cultivate the ability to contextualize curricular phenomena. These links between conceptual frameworks, educational practices, and research/inquiry are very much a feature of thesis work within the department.

Within this common framework, most students will wish to develop an area of specialization by giving greater relative emphasis in the selection of their courses to one or more of the three perspectives and/or one or more of the four components. To this end, each student should plan his or her program of study in consultation with the advisor, in the light of background, interests, and career intentions. However, it is important that an intended area of specialization be indicated at the time of application so that an appropriate match can be made between student and faculty advisor. (Interests of individual faculty members are noted above.)

The following areas of specialization are currently supported within the department. When submitting an application to the department, one or more should be selected, in order of priority, as the student's proposed area(s) of specialization.

Arts Education
The Forum for Arts and Media Education

is a cooperative venture with the Faculty of Education, University of Toronto. Routes in Arts Education are the following: *(a)* general arts and education; *(b)* education and the creative arts therapies, offered with the Department of Applied Psychology (see page 51); *(c)* specializations in dramatic arts, music, and visual arts. (Courtney and colleagues)

Computer Applications

The study of the implications of new technologies for educational practices and research/inquiry. (Canale, Connelly, Cummins, Wahlstrom, Willows)

Conceptual Frameworks

This area emphasizes the traditions and guiding conceptions of the curriculum field through an understanding of their historical roots, present status, and future possibilities. (Berk, Connelly, McDiarmid, Miller, Weiss)

Cultural Studies and Critical Pedagogy

Refers to the diverse ways in which context is important in the conduct of educational life, especially how notions of individual and social differences in thought, language, and behavior may contribute to educational inequality. Included in this specialization are interests in multiculturalism, Indian education, social stratification, and critical pedagogy, which addresses how such limits of possibility can be transcended. (Berk, McDiarmid, Simon, Weiss)

Early Childhood

Selected Curriculum and Applied Psychology courses permit a focus of study in this area. Focus-related courses include those offered in the Department of Curriculum by Regan, Willows, and Courtney, and in Applied Psychology by Weininger, Miezitis, and Shipe. Questions pertaining to this interdepartmental focus should be directed to Ellen Regan.

Educational Practices

Concerned with methods for improving the school curriculum, including policy and decision-making, design, implementation, evaluation, consultancy. (Hannay, Miller, Regan, Robinson, Ross, Russell, Wahlstrom, Weiss)

Holistic Education

This area is concerned with an approach to curriculum that emphasizes personal growth and social change. It is also concerned with the conceptual foundations for such an approach and the educational practices that underpin it. (Miller, Wells)

Knowledge and Teaching

This area concerns how our knowledge and understanding of subject matter, learning, teaching, and the classroom context affects what we say and do as teachers and as observers of teaching. (Connelly, Kilbourn)

Language Education

This area, which is concerned with language issues arising from situations in which English may not be the first language, can be further subdivided as follows: *(a)* the learning and teaching of a second or foreign language; *(b)* educational linguistics; *(c)* multilingual issues. (Allen, Canale, Carroll, Cazabon, Churchill, Cummins, Harley, Lapkin, Mougeon, Swain, Wells)

Language, Literacy, and Literature across the Curriculum

This area, which is concerned with the role of language both as text and as process in relation to the curriculum as a whole, can be subdivided as follows: *(a)* language and learning; *(b)* reading, writing, and literature. (Aitken, Cummins, Simon, Wells, Willows)

Learning in Non-School Environments

This area focusses upon learning in everyday settings, such as the home, the workplace, and community cultural institutions (e.g., museums). The links with schools, in the form of cooperative education programs and field trips, are of particular interest. (Simon, Weiss)

Research/Inquiry

This area is concerned with the different ways in which we inquire into educational problems. Of special interest are the ways in which research is seen as an educational activity and how different methods represent different value positions. (Berk, Russell, Simon, Wahlstrom, Weiss)

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 28 to 30. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for the M.Ed. program in curriculum must submit:

1. A statement of purpose. The statement of purpose is a short, carefully prepared essay telling the admissions committee why the applicant wishes to study curriculum at the graduate level. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans. The committee reads this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; the applicant who omits it will not be considered for admission.

2. Two letters of reference. Every applicant is required to submit two letters of reference, at least one from a university professor who knows his or her work and can assess his or her promise as a graduate student.

The M.Ed. degree program in the Department of Curriculum is pursued under Option II (eight half-courses plus a research project) and will normally consist of the following courses:

(a) 1300F,S,H Foundations of Curriculum Development;

(b) three other half-courses chosen within the Department of Curriculum;

(c) four elective half-courses chosen according to the individual's background and interests and approved by the faculty advisor. These may be selected from course offerings in any department of OISE, including Curriculum, or in another graduate department of the University of Toronto.

This program is for students commencing their M.Ed. degree in the 1986 Summer Session and thereafter.

OFF-CAMPUS COURSES IN CURRICULUM *(M.Ed. students only)*

The department offers some off-campus sections of curriculum courses to students in several areas of the province distant from Toronto. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as for applicants living in the Toronto area. Off-campus students are required to complete at least two of their courses on campus at OISE.

Information about off-campus courses to be offered in the 1988/89 Regular Session will be available from the Office of Graduate Studies in the spring.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 30 to 32. Applicants should note that the M.A. program requires at least one year of full-time study in Toronto. Ordinarily, a successful applicant will have at least two years of professional experience. In addition to the general requirements for the M.A., those applying for the M.A. in Curriculum must submit:

1. A statement of purpose. The statement of purpose is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a research-oriented program in curriculum. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans. The committee reads this statement to determine the kind

of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; the applicant who omits it will not be considered for admission.

2. Two letters of reference. Every applicant is required to submit two letters of reference from university professors who know his or her work and can assess his or her promise as a graduate student.

3. Course descriptions of any graduate courses taken at a recognized university which have curriculum content that might be used to reduce the number of courses in the M.A. program.

4. Scores on the General Test of the Graduate Record Examination may be submitted.

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification; otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program will normally undertake a minimum of half their coursework in this department, including 1300F,S,H Foundations of Curriculum Development. The remainder of their coursework may be selected from this department, from any other department of OISE, or from another graduate department of the University of Toronto, with the approval of the faculty advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both preservice and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum which may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on the job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 32 to 34. The Qualifying Research Paper or its equivalent, referred to on page 33, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals*.

To permit an accurate assessment of the degree of equivalence which exists between an applicant's master's program and a master's program in Curriculum at OISE, the following should be submitted with the application:

(a) course descriptions of all graduate courses having curriculum content, and

(b) a copy of the master's thesis if one has been completed.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ed.D. (see page 32), the Department of Curriculum specifies the following:

(a) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in Curriculum or equivalent.

(b) The applicant must have had at least three years of successful professional experience in education, including curriculum experience beyond individual classroom planning.

(c) Submission of a statement of purpose. The statement of purpose is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a professional doctoral program in curriculum. An applicant should specify the interests or problems to be pursued during his or her period of study. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.

(d) Whenever possible, the applicant should arrange an interview with appropriate faculty members early in the application procedure.

PROGRAM AND PATTERN OF STUDY

Each program of study, which normally consists of a minimum of eight half-courses, four of which will normally be taken in the Department of Curriculum, is tailored individually. However, two core half-courses are required of all Ed.D. candidates during the year of residence: one must be on comparative methods and paradigms of research in curriculum (3308F,S,H) and the second on research design appropriate to the area of the student's thesis.

The program usually begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be taken on a part-time basis. In addition, candidates are required to begin discussions with their faculty advisor to delineate potential thesis problems in their own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, normally commencing in July or September. Candidates are expected to complete a maximum of four half-courses during the regular academic session and develop a thesis proposal through to the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining coursework can be undertaken on a part-time basis. Candidates commencing the Ed.D. program from July 1, 1986, will be required to take a comprehensive examination during the program.

The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 34 to 36. In general, the Department of Curriculum's view of a Qualifying Research Paper (see page 34) is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals*.

To permit an accurate assessment of the degree of equivalence which exists between an applicant's master's program and a master's program in Curriculum at OISE, the following should be submitted with the application:

(a) course descriptions of all graduate courses having curriculum content, and

(b) a copy of the master's thesis if one has been completed.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ph.D. (see page 34) the Department of Curriculum specifies the following:

(a) The applicant may submit scores on the General Test of the Graduate Record Examination.

(b) The applicant must submit a statement discussing in some detail his or her reasons

for wishing to undertake training in research. No application will be considered until this statement is complete.

(c) Whenever possible, early in the application procedure, the applicant should arrange an interview with appropriate faculty members.

PROGRAM AND PATTERN OF STUDY

In addition to the major thesis, a comprehensive examination (required for candidates commencing the Ph.D. program after July 1, 1986), and other requirements as described on pages 34 to 36, the normal pattern of study for this degree is as follows:

(a) a major in curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, and must include a course on comparative methods and paradigms of research (3308F,S,H) and a second on research design appropriate to the area of the student's thesis;

(b) a first minor in this or another department of OISE, consisting of two half-courses to be selected;

(c) a second minor consisting of a full course or two half-courses, normally in some other graduate department of the University of Toronto, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is within the Department of Curriculum and its faculty members offer courses in language education. Although many courses appropriate to such study are offered within the Department of Curriculum, it is possible for students in this Centre to take some coursework in the graduate Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies at the University of Toronto. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13, 23, or 33. In a few instances, in order to differentiate between courses focussing on elementary/primary/junior and intermediate/secondary, course numbers for the latter will commence with 23.

Please Note: The inclusion of a course description in the Curriculum section of this Bulletin should not be taken to indicate that it will definitely be offered in any particular year. Where it is already known that a course will not be offered in any particular year, this information is shown following the course description.

Note on Admission Deadlines
Applications for full-time study in all degree programs in the Department of Curriculum, and for new part-time applicants, *must be submitted by February 1.*

Continuing students must submit pre-enrolment forms for course selection by *April 1.*

1300 F,S,H FOUNDATIONS OF CURRICULUM DEVELOPMENT

The aim of this course is to apply theory and research to the study of curriculum. The course *(a)* provides a language for conceptualization; *(b)* reviews the major themes in the literature; *(c)* provides a framework for thinking about curriculum change; and *(d)* assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems. The course is available in several sections, each of which offers a particular emphasis; descriptions of these are available from the department.
Staff, Summer Session and Regular Session

1302 F,S,H CURRICULUM AND INSTRUCTIONAL ISSUES IN ELEMENTARY EDUCATION

An examination of issues in elementary education in the context of current developments/research in curriculum program-

ming and instructional practice. The theoretical and empirical rationale of selected current innovations will be explored.
E. M. Regan, Regular Session (not offered in 1988/89)

1304 F,S,H CURRICULUM SPECIALIZATION
A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Summer Session and Regular Session

1305 F,S,H TECHNIQUES FOR IMPROVING TEACHING
A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B. S. Kilbourn, Regular Session (after hours)

1306 F,S,H PROGRAMMING AND IMPLEMENTING COMPLEX CURRICULUM OBJECTIVES
This course defines and exemplifies procedures for the tasks involved in developing curricula for non-traditional objectives. Among these tasks are: *(a)* developing a defensible set of objectives for a course, topic, or unit from existing guidelines; *(b)* defining growth sequences for a particular type of objective; *(c)* developing effective teaching and assessment methods; *(d)* sequencing individual objectives into effective units; *(e)* developing effective instructional methods for different objective types. An introduction to a four-sequence curriculum consultancy program, course 1306 is intended primarily for local curriculum consultants, curriculum committee leaders, and department heads, whose ongoing curriculum development responsibilities can become the focus of a continuing project.

Prerequisite: Permission of the instructors.
F. G. Robinson, J. A. Ross, and staff, Summer Session and Regular Session

1308 F,S,H ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: PRIMARY/JUNIOR
A study of the application of recent theories of learning and motivation to the development, modification, and instructional use of curriculum materials. Attention will also be given to current associated issues of practice.
E. M. Regan, Regular Session (after hours)

1309 F,S,H CLINICAL ANALYSIS OF TEACHING
This course addresses the supervision of teachers and is based on a particular technique of supervision called clinical analysis. The focus is on developing the skills of in-depth, one-to-one, systematic analysis of classroom teaching. Teaching patterns are detected and appropriate strategies are developed for dealing with them. The course will be of interest to anyone with supervisory responsibilities as well as to classroom teachers.

Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session (after hours)

1310 F,S,H READING IN THE SCHOOL CURRICULUM
A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
Staff, Summer Session and Regular Session (after hours)

1311 F,S,H READING AND LANGUAGE COMPREHENSION
A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as

a basis for all courses pertaining to the study of reading.
D. M. Willows, Regular Session (after hours)

1312 Y APPRAISAL OF READING PROFICIENCY AND REMEDIATION

The diagnosis and correction of reading problems; experiences in interviewing, observing, testing, and teaching individuals and small groups. Conferences with, and reports to, parents and teachers.

Prerequisite: 1311F,S,H or permission of the instructor.
D. M. Willows, Regular Session (after hours)

1313 F,S,H LANGUAGE AND THE SCHOOL CURRICULUM

An examination of the linguistic, psycholinguistic, and sociolinguistic concepts, principles, and theories pertinent to the development and evaluation of school language programs (reading, listening, writing, speaking, first- and second-language study).
C. G. Wells, Regular Session (after hours)

1315 F,S,H ENGLISH AT THE SECONDARY SCHOOL LEVEL

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation and the conduct and use of classroom research will be examined.
J. L. Aitken, Regular Session (after hours)

1316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: ELEMENTARY

A study of mathematics curriculum materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
Staff, Regular Session (after hours). May be offered in 1988/89

2316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: SECONDARY

A study of mathematics curriculum materials at the intermediate and senior levels in the light of recent theories of learning and motivation, recent developments in problem-solving, and current applications of microcomputers to mathematics education.
Staff, Regular Session. May be offered in 1988/89

1317 Y THEORY OF SECOND-LANGUAGE TEACHING

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley (not offered in 1988/89)

1318 Y METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this course deals with the language curriculum: objectives, content materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.
B. Harley, Summer Session and Regular Session

1319 F,S,H RESEARCH COLLOQUIUM IN APPLIED LINGUISTICS: MASTER'S LEVEL

This colloquium provides opportunities to become familiar with ongoing research in second-language learning and teaching.
M. Swain, Regular Session

1320 F,S,H SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff, Regular Session (after hours). May be offered in 1988/89

1324 F,S,H CURRICULUM ISSUES
This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

1326 F,S,H DEVELOPMENT AND EVALUATION OF CHILDREN'S LITERATURE IN THE SCHOOL CURRICULUM
An examination of the nature and function of literature and literature study in the elementary school.
J. L. Aitken, Regular Session (after hours)

1327 F,S,H READING AND WRITING IN THE SCHOOL: ELEMENTARY
An examination of theoretical and practical issues related to the teaching of literacy, particularly writing at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.
C. G. Wells, Regular Session (after hours)

2327 F,S,H READING AND WRITING IN THE SCHOOL: SECONDARY
An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
Staff, Regular Session (after hours). May be offered in 1988/89

1328 F,S,H LE FRANÇAIS CANADIEN D'UN POINT DE VUE ÉDUCATIF ET SOCIOLINGUISTIQUE
Ce cours a pour but de familiariser les étudiants avec les caractéristiques principales du français canadien. Ce cours se veut aussi être une initiation pratique à la recherche sociolinguistique appliquée au français canadien. Il aborde également les aspects pédagogiques de la description sociolinguistique du français canadien. Ce cours est enseigné en français.

Prérequis : très bonne connaissance du français et connaissance de base de la linguistique.
R. Mougeon, session régulière (soirée)

1329 F,S,H INTRODUCTION TO EDUCATIONAL SOCIOLINGUISTICS
This introduction to sociolinguistics covers the following topics: sociological linguistics (e.g., geographical and social-class dialects), sociology of language (e.g., language maintenance and language loss), language planning (e.g., linguistic standardization or modernization), social psychology of language (e.g., language- or speaker-centred attitudes), and pedagogical sociolinguistics (e.g., communicative language teaching).

Prerequisite: A background in linguistics.
R. Mougeon, Regular Session

1330 F,S,H DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF FRENCH
The grammar and semantics of present-day French in the light of current models of linguistic analysis (e.g., traditional, structural, tagmemic, transformational-generative), and an examination of the relevance of these descriptions to the teaching of French.

This course is generally conducted in French, subject to the preferences of participating students.
S. Lapkin, Regular Session (after hours)

1332 F,S,H DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH
The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic, stratificational) and an examination of the relevance of these descriptions to the teaching of English as a first or second language.

A variety of data will be discussed, and particular attention will be paid to the

theoretical perspectives that underlie current classroom practice.
J. P. B. Allen, Regular Session (after hours)

1333 Y INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

A general introduction to the scientific study of language, focussing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen, Regular Session (after hours; not offered in 1988/89)

1333 B INTRODUCTION À LA LINGUISTIQUE THÉORIQUE ET DESCRIPTIVE

Ce cours a deux buts principaux : (1) initier les étudiants à la science du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français. Ce cours est enseigné en français.

Prérequis : très bonne connaissance du français.
B. Cazabon, session d'été

1335 F,S,H L'ÉDUCATION DES MINORITÉS LINGUISTIQUES ET CULTURELLES : L'ANALYSE COMPARATIVE DE LA POLITIQUE ÉDUCATIVE

Thème pour l'année : la politique et l'éducation en langue française : l'expérience ontarienne. En tenant compte de la politique fédérale, le cours examinera le développement de l'éducation des Franco-Ontariens et de l'enseignement du français langue seconde.
S. Churchill, session régulière (soirée)

1336 F,S,H SECOND-LANGUAGE LEARNING

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of variables such as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.
B. Harley, Regular Session

1337 F,S,H BILINGUAL EDUCATION AND BILINGUALISM

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada – for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J. P. Cummins, Regular Session

1338 F,S,H COMMUNICATIVE COMPETENCE

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks. This course is given in French or English.
M. Canale, Regular Session

1339 F,S,H LANGUAGE ASSESSMENT

This course provides an introduction to five areas of (first- and second-) language assessment: listening comprehension, reading comprehension, oral interaction, written expression, and overall language proficiency. Examined within each area are major instruments, proper use of these instruments, and key issues. Particular emphasis is placed on language assessment in a minority setting. This course is given in French or English.
M. Canale, Regular Session

1343 F,S,H HUMANITIES IN THE SCHOOL CURRICULUM

The course treats problems of teaching the humanities in secondary schools and colleges. The humanities are understood to

include history, languages and literatures, philosophy, and the arts.
Staff, Regular Session (after hours)

1345 F,S,H ARTS & EDUCATION: PRACTICE AND THEORY

This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.

Prerequisite: Permission of the instructor.
Staff, Summer Session and Regular Session (after hours)

1346 F,S,H ARTS & EDUCATION: PLANNING AND IMPLEMENTATION OF ARTS PROGRAMS

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Regular Session (after hours)

1349 F,S,H ARTS, CULTURE, AND EDUCATION

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
W. G. Pitman, Regular Session (after hours)

1350 F,S,H SEMINAR: CURRENT ISSUES IN PLAY, DRAMA, AND ARTS EDUCATION

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics will vary from year to year depending upon the interests of course members.
R. Courtney, Summer Session and Regular Session

1351 F,S,H RESEARCH AND INQUIRY IN ARTS EDUCATION

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
R. Courtney and staff

1352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focussing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's Academic Programs Standing Committee.

1360 F,S,H EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work

through evaluation problems associated with particular curriculum programs and instructional techniques.
J. Weiss, J. A. Ross, and *H. H. Russell,* Summer Session and Regular Session (after hours)

1363 F,S,H CURRICULUM GUIDELINES AND STUDENT EVALUATION

An analysis of curriculum guidelines as policy for student evaluation. A critical review of tests, and of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.
M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1365 F,S,H PROGRAMS AND PRACTICES IN EARLY EDUCATION

Examination of early childhood programs and practices from both historical and theoretical perspectives. Focus is programs/practices associated with the education of four- to seven-year-olds. Special attention is given to factors influencing selection and implementation of programs/practices for a particular group of children.
E. M. Regan, Regular Session

1366 S THE HOLISTIC CURRICULUM

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller, Summer Session and Regular Session

1367 F,S,H CREATIVE ARTS SPECIAL SUBJECT I

This course is in two parts: (1) the history of Music *or* Visual Arts *or* Drama Education; and (2) current theories and topics in Music *or* Visual Arts *or* Drama Education. Students will select *one* of Music *or* Visual Arts *or* Drama Education and they should note that these subjects will be offered in different terms.

Prerequisite: Teacher's Certificate Part 3 in Music *or* Visual Arts *or* Drama Education (or equivalency) and permission of the instructor.
R. Courtney, Regular Session

1368 F,S,H CREATIVE ARTS SPECIAL SUBJECT II

This course deals with modern research in Music *or* Visual Arts *or* Drama Education. Students will select *one* of Music *or* Visual Arts *or* Drama Education and they should note that these subjects will be offered in different terms.

Prerequisite: Teacher's Certificate Part 3 in Music *or* Visual Arts *or* Drama Education (or equivalency) and permission of the instructor.
R. Courtney, Summer Session and Regular Session (offered in alternate years; not offered in 1988/89)

1378 F,S,H SCHOOLING AND OUTCOMES NOT TRADITIONALLY ASSESSED

A course which focusses upon learning environments for the development of significant but often neglected outcomes. The role of experience is considered especially in the links between schooling and such settings as museums, work, and the home.

Prerequisite: Permission of the instructor.
J. Weiss, Regular Session (after hours)

1379 F,S,H KNOWING AND TEACHING

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about *knowing* and issues about *teaching*. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is *not* assumed that students will have a background in philosophy.

Prerequisite: Permission of the instructor.

B. S. Kilbourn, Regular Session

1381 S READING IN A SECOND LANGUAGE

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focussing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.

Staff, Regular Session. May not be offered in 1988/89

1382 S INTRODUCTION À LA LINGUISTIQUE APPLIQUÉE

Ce cours a pour but d'offrir une initiation aux applications de la linguistique (ex : la didactique des langues) et à certaines spécialisations de la science du langage (linguistique historique, dialectologie, acquisition du langage). Il offre aux étudiants l'occasion d'examiner les notions et principes de base qui sous-tendent ces applications ou spécialisations en leur proposant une série de lectures et d'exercices appropriés.

R. Mougeon et *M. Canale,* session régulière

1390 F,S,H CURRICULUM CONSULTANCY

This course is a follow-up to 1306F,S,H, and stresses the use of curriculum development skills in a variety of interpersonal settings including curriculum committees, department activities, and paid consultancy roles. Students are assisted in planning and implementing curricula for teachers and agents implicated in change: such curricula are conceived in terms of the requirements for intended agent growth along clearly defined dimensions of behavior. The context of the consultancy experience is the students' ongoing curriculum development work initiated in 1306F,S,H.

Prerequisite: 1306F,S,H and permission of the instructors.

F. G. Robinson, J. A. Ross, and staff

1398 F,S,H PRACTICUM IN CURRICULUM I

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.

Prerequisite: Permission of faculty advisor and practicum coordinator.

Staff, Regular Session

1399 F,S,H PRACTICUM IN CURRICULUM II

See description for 1398F,S,H.

Staff, Summer Session and Regular Session

3300 F,S,H RESEARCH COLLOQUIUM IN AMERINDIAN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures particularly as these relate to equality of opportunity for North American Indians.

G. L. McDiarmid, Regular Session

3303 F,S,H PERSONAL MODES OF CLASSROOM KNOWING: A SEMINAR ON TEACHER AND STUDENT THINKING

A seminar on personal narrative and other research perspectives for the study of classroom participants' ways of knowing their situation. Philosophical and psychological background literature with an emphasis on ongoing research and a "practical" assignment define the course outline.

Prerequisite: Permission of the instructor.

F. M. Connelly, Regular Session

3304 F,S,H CURRICULUM SPECIALIZATION
A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

3305 F,S,H DOCTORAL SEMINAR IN RESEARCH ON TEACHING
Critical examination of current qualitative paradigms of research on teaching. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session

3308 F,S,H THE CONCEPTUALIZATION OF CURRICULUM PROBLEMS
An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. and Ph.D. students in Curriculum during residence.
J. Weiss, Regular Session

3309 F,S,H ALTERNATIVE THEORETICAL PERSPECTIVES IN THE STUDY OF CURRICULUM
A critical analysis of various theoretical perspectives used in curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and relative power and usefulness for curriculum decision-making. Students are expected to make seminar presentations of developing thesis ideas.
F. M. Connelly, Regular Session

3310 F,S,H RESEARCH SEMINAR IN READING
A critical examination of recent research related to the field of reading. Research on the cognitive, perceptual, and linguistic processes involved in reading will be covered. Consideration will be given to the types of research designs and the methods of collecting and analysing data.

Prerequisite: 1310F,S,H and 1311F,S,H, or permission of the instructor.
D. M. Willows, Regular Session

3312 F THE LINGUISTIC ANALYSIS OF INTERACTION IN EDUCATIONAL SETTINGS
In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide a basic practical training in such methods of description and an introduction to some of the computer programs that are available to assist with the analysis of the data resulting from systematic descriptions of interaction. It is intended particularly for those planning to make use of such techniques in preparing dissertations.

Prerequisite: Permission of the instructor.
C. G. Wells, Regular Session (not offered in 1988/89)

3313 F,S,H ADVANCED SEMINAR IN LANGUAGE AND LEARNING: THEORY AND PRACTICE
An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g.,

philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: Permission of the instructor.

C. G. Wells, Regular Session

3318 S RESEARCH SEMINAR IN MULTILINGUAL/MULTICULTURAL EDUCATION

A critical analysis of research on multilingual/multicultural phenomena intended *(a)* to broaden students' knowledge of advanced research in the area, and *(b)* to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.

J. P. Cummins, Regular Session

3319 F,S,H COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.

Prerequisite: 1317Y or 1318Y, or permission of the instructor.

M. Swain, Regular Session

3324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)

Staff, Regular Session

3330 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF FRENCH

This colloquium deals with specialized topics in French educational linguistics. These may include the study of varieties of French and related pedagogical concerns, the analysis of French language teaching materials, and the development of a pedagogical grammar of French.

Prerequisite: 1330F,S,H or equivalent.

S. Lapkin, Regular Session

3336 F,S,H ASPECTS OF THE STUDY OF INTERLANGUAGE IN EDUCATION

This course is intended for students wishing thoroughly to investigate current theoretical, empirical, and methodological issues related to second-language acquisition. The relevance of interlanguage to second-language pedagogy will also be explored.

Prerequisite: 1332F,S,H or 1333Y and 1336F,S,H.

S. Carroll, Regular Session

3346 F,S,H COLLOQUIUM IN ARTS AND EDUCATION

This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.

R. Courtney, Regular Session (daytime)

3347 F,S,H ARTS & EDUCATION: PLAY, DRAMA, AND THOUGHT

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method. This course is offered alternately with 3348F,S,H.

R. Courtney, Regular Session (not offered in 1988/89)

3348 F,S,H ARTS EDUCATION: DRAMA AND ETHNOLOGY

This course will examine cultural and educational determinants of the dramatic and

artistic life of societies. Emphasis will be placed on the dramatic ceremonials of Amerindians, with specific reference to Canadian Indians; other cultures will be selected according to student interest. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material. This course is offered alternately with 3347F,S,H.
R. Courtney, Regular Session (after hours)

3352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM

Description as for 1352F,S,H, but at the doctoral level.

3365 F,S,H CURRICULUM ISSUES IN PRESCHOOL AND PRIMARY EDUCATION

An analysis of issues related to the development, selection, and implementation of curriculum programs in preschool/primary grades. Analysis of issues in the context of decision-making involving administrators/consultants as well as teachers. Particular attention focussed on issues and implications related to recent proposals for the schools' involvement in the education/care of young children.

Prerequisite: 1365F,S,H or permission of the instructor.
E. M. Regan, Regular Session

3381 F,S,H SOURCES OF INTENTION IN THE CURRICULUM

Two fundamental aspects of any curriculum, intention and comprehensiveness, are identified in this course. The development of these concepts facilitates an analysis of educational practices according to certain manifest and latent functions in the community for which a curriculum is developed or mandated. Thus the rationales and sociocultural significances of traditional, utopian, psychological, humanistic, and radical or critical pedagogy intentions in curricula are compared with subsequent consequences for schooling.
G. L. McDiarmid, Regular Session

Note: The following courses in the departments of Applied Psychology and History and Philosophy of Education might also be of special interest to students in Curriculum: 3228F,S,H The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions; 1459F,S,H Creativity and Education.

Educational Administration

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor, and Chairperson of the Department
(leadership development for school and college administrators; selection, supervision, and evaluation of personnel; organizational development; administration of change)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:

JOHN E. DAVIS, *Ph.D. (Toronto)*
Associate Professor
(program design, implementation, and evaluation; program organization in small schools; school board relationships)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(dynamics of organizational behavior; the cognitive, reflective, and interpersonal functions of administrators and their effects on other persons; teacher thinking; discovery of tacit determinants of staff action)

THOMAS B. GREENFIELD, *Ph.D. (Alberta)*
Professor
(multiple realities in organization; power and compliance, roles and performance, change and persistence; the problems of purpose and value; experience and self in organization theory)

ANDREW HARGREAVES, *Ph.D. (Leeds)*
Associate Professor
(teachers' cultures, careers, and strategies; qualitative research on educational policy- and decision-making; relationship between educational policy and practice; assessment, evaluation, and educational change)

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Professor
(internal functions of school boards and school systems; trustee/administrator relationships; performance appraisals)

MARK HOLMES, *Ph.D. (Chicago)*
Professor
(the development, ethics, and administration of educational policy; effects of differences among schools on the outcomes of schooling; administrative aspects of student evaluation)

JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor, and Assistant Director (Planning and Resources), OISE, cross-appointed to the Centre for Industrial Relations, University of Toronto
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; collective bargaining processes and effects)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(management of educational systems; strategic long-range planning; collective bargaining; student information in systems management)

STEPHEN B. LAWTON, *Ph.D. (California at Berkeley)*
Professor
(educational finance and its social, political, and economic contexts; analysis of quantitative data; dissemination and utilization of educational research and innovations)

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Professor
(planned educational change; the administrator's role in school improvement; program and personnel evaluation)

GERALD T. MCLEOD, *Ph.D. (Alberta)*
Associate Professor
(ideology and different perspectives on social relations in the workplace; bureaucratic phenomena and power as evidenced in patterns of domination and

subordination in society and in educational organizations; ethical dimension of administrator–teacher–trustee relationships)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(educational systems planning, policy analysis, and decision-making; computer simulation; computers in administration)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to the Higher Education Group
(biographies of administrators; local and provincial politics; policy reform)

PROFESSOR EMERITUS:

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
(grants to school boards; taxation for education; local and central control of education; school law; declining enrolment; French as a minority and second language)

PROGRAMS OF SPECIALIZATION

Several programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare practitioners for careers in administration at various levels. Most graduates will return to administrative positions at the school, board, or provincial level. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

A single integrated program focussed on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

ADMISSION AND FEES

Admission requirements are:

(a) seven years' experience as a school business official or in some other aspect of school administration;

(b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;

(c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees should be sent to:

S.B. Lawton, Coordinator
Certificate Program
Department of Educational Administration, OISE
252 Bloor St. West
Toronto, Ontario M5S 1V6

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 1987/88, the full-time annual fee was $1500 and the half-course fee was $225.

PROGRAM OF STUDY

The program of study consists of:

(a) 1040 and 1041, which are normally taken first;

(b) two half-courses related to school board management, which normally include 1017;
(c) two elective courses, normally in Educational Administration.

Students may begin the program in the summer, fall, or winter. If full-time, the program may be completed in one Regular Session (September to April). If part-time, it may be completed in any three Regular or Summer Sessions.

DIPLOMA OF ADVANCED STUDIES

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a full-time requirement of one term of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact S.B. Lawton, Coordinator, Diploma of Advanced Studies in Educational Administration.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of administration, be it through formal positions in established organizations or through initiatory action in less formal settings.

Within this purpose is served the needs of a diverse student body, some seeking preparation for administrative roles in school systems, some desiring leadership capabilities for carrying out individual programs, some wanting chiefly a better understanding of what administrators do, and some searching simply to broaden and deepen their knowledge in an area that attracts them and may lead to further research or doctoral study.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 28 to 29, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

(a) a good university degree, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;

(b) successful experience in administrative tasks;

(c) an interest in the study and practice of administration;

(d) a professional commitment to education;

(e) academic qualifications beyond the first degree;

(f) two letters of reference (page 11), which, whenever possible, should be written by (i) an educational administrator for whom the applicant has worked, and (ii) a professional colleague.

PROGRAM OF STUDY

There are two options within the M.Ed. program in Educational Administration for all candidates commencing the program in the 1986 Summer Session and thereafter. Applicants must state their preference in their application. Failure to state a preference will lead to placement in Option I.

Option I: Coursework only (ten half-courses plus a comprehensive examination). This program is designed primarily for the practitioner. Most students will enrol in this program. It comprises:

(a) 1040 Administrative Problems I: The School System, and 1041 Administrative Problems II: The School System in Society;

(b) one of 1016, 1022, and 1036 (School Operation and Planning);

(c) one of 1012, 1023, and 1024 (People in Organizations);

(d) one of 1017, 1018, and 1030 (External Influences on Education);

(e) five other courses of which at least one must be in Educational Administration;

(f) successful completion of the comprehensive examination, which may not be taken until six courses in the program have been satisfactorily completed. The examination is given annually on a Saturday in May.

Option II: Research project option (eight half-courses plus major research paper). This program, with strictly limited entry and requiring at least an A– average in the previous undergraduate degree, is research oriented and directed to those students who are likely applicants for admission to an Ed.D. program. It comprises:

(a) five courses selected as for sections *(a)* to *(d)* in Option I;

(b) either 1010 or 1003 (unless an equivalent graduate research methods course has already been successfully completed);

(c) one course (if 1010 is selected) or two courses (if 1003 is selected);

(d) development and satisfactory completion of a major research paper.

The research paper is likely to focus on a practical problem and will require field research. The format for the completed paper is that of the traditional research paper. Successful completion of the paper may, but will not necessarily, satisfy the requirement for a Qualifying Research Paper for consideration for doctoral admission.

For both Options I and II, the two compulsory courses, 1040 and 1041, should be taken at the beginning of the program. The three restricted-choice courses should normally be taken next. This policy is particularly important for those taking Option I who may wish to take the comprehensive examination after six courses.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's faculty advisor. Students may enrol, part-time or full-time, commencing in Summer Session, or first or second term of the Regular Session.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION *(M.Ed. and Certificate students)*

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the first and second terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree program and the Certificate program respectively are the same for the off-campus courses as for the regular campus program.

Information materials for both off-campus and on-campus courses to be offered in the 1988 Summer Session and the 1988/89 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus program will be considered.

For more information, contact J. E. Davis, Graduate Studies Academic Secretary.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 11 and 32 to 33, the Department of Educational Administration specifies the following:

(a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.

(b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by two letters of reference that the applicant must secure from senior administrators under whom the applicant has functioned, commenting on the applicant's

—achievement in identifying and solving educational problems;

—ability to work with people;

—leadership style; and

—awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

PROGRAM OF STUDY

The Ed.D. program is organized into six complementary components:

(a) Ed.D. core seminars, which consist of two half-courses (3040 and 3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations.

(b) Two of the following three half-courses or their equivalent: 3042, 3043, or 3044. (3044 is the administrative internship program, and only an internship program taken for credit at another university would be considered equivalent.)

(c) Two courses in one of three areas of concentration as follows:

— Area 1: Administrative Power and School Culture (3013, 3018, 3022, 3041, 3047)

— Area 2: Educational Policy, Development, and System Planning (3013, 3017, 3018, 3037)

— Area 3: Policy, the School, and Educational Change (3017, 3022, 3037, 3047)

Candidates should confer with their program advisors regarding master's courses available in each of the areas of concentration.

(d) Elective courses. Two elective courses are required, although more may be taken. It is suggested that at least one elective be taken outside of the department.

(e) Ed.D. candidates commencing the program after July 1, 1986, are required to take a comprehensive examination during their program of study.

(f) A doctoral thesis.

A student's program of study will normally begin in the fall term. The internship, if selected, would occur normally in the intersession between the spring and summer terms. Successful applicants are encouraged to begin the program with the residence year. If part-time study is chosen, it should begin as close to the residence year as possible.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact E. S. Hickcox, Ed.D. Program Coordinator.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.A.–Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

The program is offered in the following areas of concentration:

1. Administrative Power and School Culture: organization as invented and contested social reality; the responsibility and role of leaders and others in establishing and maintaining the culture of the school. (Study in this area is available at the advanced level through courses chosen from 3013, 3018, 3022, and 3047. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)

2. Educational Policy, Development, and System Planning: school systems in the context of political theory, planning, and finance; policies as instruments for achieving equity and effectiveness. (Study in this area is available at the advanced level through courses chosen from 3013, 3017, 3018, and 3037. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)

3. Policies for Educational Change in Schools: implementing change for increased effectiveness in schools; the leader as decision-maker and change agent. (Study in this area is available at the advanced level through courses chosen from 3017, 3022, 3037, and 3047. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)

Applicants to the program must include with their application a statement of their background and interests. The statement *(a)* should describe the applicant's past professional and educational experience; *(b)* should demonstrate how studies within the M.A.–Ph.D. program in Educational Administration would help in the attainment of future career goals; and *(c)* must indicate which of the three areas of concentration identified above the applicant wishes to pursue within the program.

Upon entry to the program, the M.A.–Ph.D. Admissions Committee will assign an advisor to assist the student in choosing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of the student's interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be worked out mutually and later between the student and a faculty member.

For information not provided in this Bulletin, applicants should contact the M.A.–Ph.D. Program Coordinator, T. B. Greenfield.

DEPARTMENTAL REQUIREMENTS

Admission to the M.A. degree program normally requires an A– standing in the final year of the undergraduate degree (see page 30). The M.A. program consists of twelve half-courses and a thesis for students with a B.A. degree and no teacher education; or ten half-courses and a thesis for those with teacher education. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A.–Ph.D. Admissions Committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator. The general admission requirements for M.A. and Ph.D. programs are set out on pages 30 to 31 and 34 to 35 of this Bulletin.

PROGRAM OF STUDY

M.A.

At least half of the required courses for an M.A. program must be completed in the Department of Educational Administration. These courses should reflect study within one of the areas of concentration defined above for the M.A.–Ph.D. program as a whole. The remaining courses may be selected from those offered in the department, in other departments of OISE, or in other graduate departments of the University of Toronto. At least two half-courses concerned with methods of inquiry must be included. Normally the courses chosen for the M.A. program will be at the 1000 level.

Ph.D.

The program comprises at least six new half-courses, three of which must be advanced-level (3000) courses. The six courses must include:

(a) At least four half-courses defining a major in educational administration. The major will include 3040 and a minimum of two advanced courses chosen from one of the areas of concentration defined above;

(b) Two minors of at least two half-courses each. One of the minors will be in methods of inquiry and will normally include 3042 and 3043. Students who have completed courses in research methodology in a master's program may be granted up to two half-courses as credit toward the Ph.D. minor in methods of inquiry. In deciding what constitutes a research minor in the Ph.D. program, the chief criterion will be a demonstration that the student has a mastery of methods of inquiry adequate to the thesis research. On the recommendation of the advisor, the student may take either or both minors outside the department.

Ph.D. candidates commencing the program after July 1, 1986, are required to take a comprehensive examination during their program of study.

A thesis is required.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 F,S,H THE SCHOOL AS A SOCIAL INVENTION

Modern organization theory assumes that facts alone provide a basis for administrative action. But is that enough for administrators to make right decisions? Answers are sought in a theory that views organizations as a moral order in action. Interpretive, phenomenological, and interactionist theory offers theoretical tools for understanding the social realities of schools and administration. Topics include conflict, deviance, building consensus and commitment, and the responsibility of the administrator for self and others. The course may

be of special value to students working to develop a theoretical framework to support a thesis or research project, but it would also meet the needs of any student seeking to establish or broaden an understanding of organization and administrative theory.
T. B. Greenfield

1002 F,S,H SOCIAL FORCES ON EVERYDAY SCHOOL LIFE
An inquiry into the social realities of an organization and its administration. Students will use observation, description, narrative, interview, and other ethnographic techniques to analyse an organization, usually their own place of work. Deeper appreciations of the dynamics of organization and administration through analysis and reflection are the desired outcomes of the course. It does not aim to improve the conditions of an organization, to solve its immediate problems, or to evaluate its effectiveness, though such outcomes might be by-products of the inquiry. Course 1001 is a prerequisite for admission to the course, but students may also be admitted by permission of the instructor.
T. B. Greenfield

1003 F,S,H INTRODUCTION TO RESEARCH IN EDUCATIONAL ADMINISTRATION
A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in educational administration.
S. B. Lawton

1004 F,S,H THE USE OF RESEARCH IN EDUCATIONAL ADMINISTRATION
The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.
S. B. Lawton, S. Padro, and staff

1009 F,S,H ADMINISTRATOR–SCHOOL BOARD RELATIONSHIPS
A study and analysis of the factors influencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data, which is analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-educational backgrounds.
J. E. Davis

1010 Y RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION
A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.
S. B. Lawton and *S. Padro*

1012 F,S,H CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS
A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
J. E. Davis and *D. F. Musella*

1013 F,S,H SUPERVISORY RELATIONSHIPS
A basic course in supervision specializing in human interaction, its purpose and its

effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
A. F. Brown

1016 F,S,H SCHOOL PROGRAM DEVELOPMENT AND IMPLEMENTATION
An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
J. E. Davis, M. Holmes, and *K. A. Leithwood*

1017 F,S,H EDUCATIONAL FINANCE
Public education is an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
S. B. Lawton and staff

1018 F,S,H INSTITUTIONAL GOVERNANCE: POLITICS AND EDUCATION
An introduction to practicalities of political life in and around schools. Conceptual attention also will be paid to particular educational settings, institutions, powers, and ideas. Readings include fictional depictions of changing communicating, believing, consulting, and coalition-building among educators. To be explored realistically: the teacher and political action, the principal and interest groups, and the politics of curriculum development.
R. G. Townsend

1020 F,S,H TEACHERS AND THE ADMINISTRATIVE PROCESS
This course deals with the position and action of teachers in the administrative process as receivers and interpreters of administrative decisions, as dischargers of administrative responsibility themselves, and as contributors to collective processes of school decision-making and development. It looks at the determinants of teachers' classroom strategies, the shared culture of teachers, conflicting subject subcultures, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change.

The course will be of interest to elementary and secondary teachers and to educational administrators.
A. Hargreaves

1022 F,S,H THE SOCIAL CONTEXT OF ADMINISTRATION
This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041 F,S,H looks generally at schooling as a part of the larger society, this course examines more deeply such topics as: the school board, the administrator, and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institution within a social setting.
A. Hargreaves, M. Holmes, and *G. T. McLeod*

1023 F,S,H INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS
The school environment is the context. The following are the goals of the course: first, analysis of the determinants of interpersonal behavior to allow *(a)* more accurate prediction of appropriate behavioral responses, and *(b)* suggestions as to organizational change strategies useful for im-

proving interpersonal relations within a goal-directed social system; second, the development of one's own interpersonal skills.
A. F. Brown

1024 F,S,H CLINIC IN ADMINISTRATIVE RELATIONSHIPS (Pass/Fail)
The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
A. F. Brown and *D. F. Musella*

1025 F,S,H SCHOOLS AND THEIR EFFECTS ON ACHIEVEMENT
This course examines school processes and their effects on student achievement. Such factors as the academic climate of the school, streaming, contextual social status, instructional time, and home background characteristics are examined. Particular emphasis is placed on the factors over which the administrator has control or influence.
M. Holmes

1026 F,S,H EVALUATION OF PROFESSIONAL PERSONNEL IN EDUCATION
Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
E. S. Hickcox and staff

1027 F,S,H THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION
The study of education from an economist's perspective, and the implications of conclusions for educational administrators. At the micro level, topics will include the relationship between instructional resources and student learning, with the teacher viewed as the key decision-maker in the allocation of these resources. At the macro level, topics will include the relationship between investment and education, the formation of human capital, and national economic growth, and the use of government grants to direct school boards by controlling the price of educational inputs.
S. B. Lawton

1028 F,S,H POLICY DELIVERY AND SCHOOLS
How people "construct" educational policies and how other people deliver those policies, with special attention to rules of the game, agenda-setting, backward mapping, and other political approaches to the policy cycle.
R. G. Townsend

1029 F,S,H SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS
Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special socio-cultural problems, computer-assisted administration, and comparative educational administration.
Staff

1030 F,S,H THE LEGAL CONTEXT OF EDUCATION
An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of the sources of law under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, Bill 82, teacher rights, and student discipline.
Staff

1033 F,S,H THE COLLECTIVE BARGAINING PROCESS IN EDUCATIONAL ORGANIZATIONS

This course provides a basic framework for understanding and participating in the collective bargaining process in educational organizations. Class presentations and readings are supplemented by practical exercises and simulations which illustrate specific aspects of the process and allow the student to experience the process. Topics include the legal and historical context of teacher negotiations; the planning, developing, and administration of a contract; and the nature of the negotiation process including contract development, party relations, costing, team-building activities, and conflict resolution. The course is suitable both for those experienced in negotiation and for those who wish to gain a better understanding of the bargaining process in educational organizations.

J. H. House and *E. H. Humphreys*

1034 F,S,H PREPARATION FOR COLLECTIVE BARGAINING IN EDUCATION

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.

E. H. Humphreys

1035 F,S,H ADMINISTRATION OF COLLECTIVE AGREEMENTS IN EDUCATIONAL ORGANIZATIONS

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focussing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.

J. H. House

1036 F,S,H PLANNING IN EDUCATIONAL ORGANIZATIONS

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. Present approaches to educational planning will be examined within the development of educational planning over the last fifty years. Theories and methodologies considered will include strategic planning, projecting of enrolment and teacher supply/demand, facilities, program, personnel and service planning, information development and maintenance, provision of special services, and financial planning. A systems perspective will illustrate the interrelationships among roles, levels, and functions which exist in the educational system.

E. H. Humphreys and staff

1037 F,S,H ISSUES IN PLANNING EDUCATIONAL SYSTEMS

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.

E. H. Humphreys

1038 F,S,H SYSTEMS ANALYSIS FOR EDUCATIONAL PLANNING AND DECISION-MAKING

An introductory overview of systematic

approaches to educational planning and decision-making. Topics to be covered include: systems theory, the systems approach, project planning and scheduling techniques, analytical methodologies for decision-making, cost-effectiveness analysis, and management information systems. Emphasis will be on application of the techniques to educational decision-making and planning.
S. Padro

1039 F,S,H SCHOOL SYSTEMS: PLANNING PRACTICUM

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems – such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment.

One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.
Staff

1040 F,S,H ADMINISTRATIVE PROBLEMS I: THE SCHOOL SYSTEM

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organization theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. The uses of research in identifying and solving problems in educational administration will be emphasized.
A. F. Brown, J. E. Davis, E. S. Hickcox, G. T. McLeod, and staff

1041 F,S,H ADMINISTRATIVE PROBLEMS II: THE SCHOOL SYSTEM IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include school–community relations; the interface between school boards and administrative and teaching staffs; the impact of provincial legislation; and the financing of education in Ontario.
A. Hargreaves, M. Holmes, E. H. Humphreys, D. F. Musella, S. Padro, and staff

1047 F,S,H MANAGING CHANGES IN CLASSROOM PRACTICE

Basic assumptions underlying alternative approaches to school improvement, planned change, and curriculum implementation are examined. A model for planned change is used to identify those tasks central to effective change. Procedures for carrying out such tasks in relation to the teacher's role are examined. Special attention is given to the problem of evaluating the nature and degree of change in classroom practice.

The course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities. See also courses 1048 and 3047.
K. A. Leithwood

1048 F,S,H THE ADMINISTRATORS' ROLE IN SCHOOL IMPROVEMENT

A companion to course 1047, the course is based on the same model for planned change. Tasks central to effective administration and leadership in improving school effectiveness are identified and procedures for carrying out these tasks are examined. Ethical issues associated with administrative intervention are identified and alternative approaches to such issues discussed.

This course will be of interest to elementary and secondary school teachers,

administrators, and support personnel with department, school, and school system responsibilities.
K. A. Leithwood

1052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3013 F,S,H DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in organizations, including: effect of human sociability; dialectics of leadership–cathexis, consensus–conflict, eustress–distress; discovery and development of personal constructs used as hidden determinants of person–person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
A. F. Brown

3017 F,S,H PROBLEMS IN THE FINANCE AND ECONOMICS OF EDUCATION

Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of educational costs, financing of long-term developments in education.

Prerequisite: 1017F,S,H or 1027F,S,H or permission of the instructor.
S. B. Lawton

3018 F,S,H GOVERNING EDUCATION: A SEMINAR ON POLITICS

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
R. G. Townsend

3022 F,S,H THE INVESTIGATION OF SCHOOL CULTURE: A PRACTICUM ON THE DAILY LIFE OF SCHOOLS

This course looks beyond the school effectiveness studies reviewed in course 1025. The focus is on the factors that promote and inhibit learning and involvement during life in school. Particular emphasis is placed on administrative management and behavior and their relationship to a variety of interpretations of school climate. Research within a school or schools is required and the proposal for such research will be discussed during the course.
M. Holmes

3037 F,S,H PLANNING THE MANAGEMENT OF EDUCATIONAL ORGANIZATIONS

This seminar deals with alternative managerial approaches to system-wide planning in educational organizations at the primary, secondary, and tertiary levels of education. The role of advisory/buffer/intermediary bodies, subsidiary units, faculty associations/federations, and student and parent associations is examined in the context of information flows and analysis, normative, strategic, tactical, and operational planning of the system, and the interface of the system with government.

Prerequisite: 1036F,S,H or 1037F,S,H or 1039F,S,H or permission of the instructor.
E. H. Humphreys

3040 F,S ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I: PEOPLE AND POWER IN ORGANIZATIONS

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized edu-

cation. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
G. T. McLeod

3041 F,S ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II: DOCTORAL SEMINAR ON POLICY ISSUES IN EDUCATION

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy development. Various faculty in the Department of Educational Administration will be responsible for particular sessions. Required for Ed.D. students. An elective for Ph.D. students.

Permission of Course Coordinator required for students outside Educational Administration.
E. S. Hickcox and staff

3042 H FIELD RESEARCH IN EDUCATIONAL ADMINISTRATION

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality. The relationship of fact and value in social research, the limits of science in truth-making. The relationship of such science-established truth to evaluation and administrative action. The problems of ethical inquiry into organizational and administrative realities.
T. B. Greenfield and *A. Hargreaves*

3043 F,S,H SURVEY RESEARCH IN EDUCATIONAL ADMINISTRATION

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the methods, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis, the drawing of causal inferences, and presentation of results in a clear and effective manner.

Prerequisite: 1003 or 1666 or 1960 or permission of the instructor.
S. B. Lawton and *S. Padro*

3044 S INTERNSHIP IN EDUCATIONAL ADMINISTRATION

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
E. S. Hickcox

3047 F,S,H RESEARCH SEMINAR ON THE MANAGEMENT OF EDUCATIONAL CHANGE

A seminar examining methodological problems and approaches to research on planned change, improving school effectiveness, and implementing curriculum innovations. Substantive sets of problems for research will be identified, in part, using a model for planned change (see courses 1047, 1048). Alternative methodologies will be assessed for their usefulness in exploring each set of problems.

Students will be encouraged to reflect on their own thesis research in the seminar; ongoing faculty research will also be used to exemplify issues and solutions. Some direct involvement in ongoing research will usually be provided.
K. A. Leithwood

3052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052F,S,H, but at the doctoral level.

Higher Education Group

GEORGE L. GEIS, *Ph.D. (Columbia)*
Professor, and Chairperson of the Department
(design of instructional systems; the professoriat; faculty development)

MICHAEL L. SKOLNIK, *B.Phil. (Oxford)*
Professor, and Graduate Studies Academic Secretary, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education and the labor market; the community college; policy studies for systems of higher education)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor, cross-appointed from History and Philosophy of Education

BERTRAND L. HANSEN, *B.A. (Ohio State)*
Associate Professor
(decision-making processes in post-secondary education; organization, management, and quantitative/qualitative planning for resource allocation in universities and colleges)

RUTH E. S. HAYHOE, *Ph.D. (London)*
Assistant Professor
(comparative education; higher education in China)

ANGELA HILDYARD, *Ph.D. (Toronto)*
Associate Professor, and Assistant Director (Field Services and Research), OISE
(cognitive psychology; learning and learning systems in higher education)

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor
(public finance and educational policy; comparative education)

CHARLES E. PASCAL, *Ph.D. (Michigan)*
Professor, and Chair of the Council of Regents for the Colleges of Applied Arts and Technology of Ontario
(policy research on postsecondary education; organizational and professional development in postsecondary institutions; design and evaluation of educational development programs; international education)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Educational Administration

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed to History and Philosophy of Education
(history and philosophy of higher education; philosophy of science; philosophy of language; theory of knowledge; philosophy of research traditions)

ASSOCIATED INSTRUCTORS:

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor Emeritus of the Faculty of Education, University of Toronto, and University of Toronto Historian

DANIEL W. LANG, *Ph.D. (Toronto)*
Associate Professor of Higher Education, cross-appointed from the University of Toronto; Assistant Vice-President (Planning) and University Registrar, University of Toronto

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Higher Education
(institutional and systems planning; forecasting techniques; manpower planning)

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

BERNARD J. SHAPIRO, *Ed.D. (Harvard)*
Deputy Minister, Ministry of Education, Province of Ontario

RICHARD G. TIBERIUS, *Ph.D. (Toronto)*
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

MARVIN A. ZUCKER, *LL.B. (Osgoode)*
Provincial Judge of Ontario
(higher education and the law)

PROFESSOR EMERITUS:

CICELY WATSON, *Ph.D. (Harvard)*
(professional education and manpower forecasting; planning, forecasting, and policy studies for systems of higher education)

PROGRAMS OF SPECIALIZATION

The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada. It may include analysis from the vantage point of a discipline (history, philosophy, politics, economics, sociology) or related to function (e.g., governance, management, planning, finance, staff development). A small department such as the Higher Education Group cannot, of itself, offer concentrations in all such areas of interest. However, four specializations are available (history and philosophy, administration and planning, professional education, and comparative higher education), and a fifth is being developed (health professional education).

Students may register for M.Ed., M.A., Ed.D., or Ph.D. programs in Education with specialization in Higher Education. The general requirements for these degrees are outlined on pages 28 to 36 of this Bulletin.

Students in all programs are required to become familiar with what may be called the foundations of higher education. Applicants with advanced degrees in fields other than education may be required to take additional courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

Students accepted to M.Ed. degree programs after July 1, 1986, in Higher Education will normally be required to pursue Option I (ten half-courses plus a written general comprehensive examination). Only in exceptional cases where later application for admission to doctoral study is anticipated may a student pursue Option II (eight half-courses plus a research project/paper). Normally all M.Ed. students must take 1803Y, and at least four other courses in Higher Education. The general comprehensive examination is offered once a year in April for Option I M.Ed. students. Full-time students should take it at the end of their year of study. Part-time students normally will take it toward the end of their program.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y. Students admitted to an M.A. program requiring ten half-courses (usually because of two half-course advanced standing granted for teacher training and certification) will also be required to take 1803Y. In individual cases, students with highly relevant four-year undergraduate degrees may be granted some reduction in the program requirements.

The M.A. in Higher Education requires one year of full-time residence plus a written general examination and a thesis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on pages 32 and 33 of this Bulletin, the Higher Education Group specifies the following:

(a) a University of Toronto M.Ed. or M.A. in Education, with specialization in Higher Education, or the equivalent;

(b) at least two letters of reference commenting on scholarly achievement and promise, or professional achievement and promise, or both;

(c) a personal interview with the candidate to be arranged when possible;

(d) an acceptable master's thesis, research project report, or scholarly paper, which must be submitted at the time of application.

PROGRAM AND PATTERN OF STUDY

(a) A minimum of eight half-courses, or the equivalent, are required beyond a relevant and acceptable M.Ed. or M.A. degree and may be taken full-time or part-time. Normally they will include 1803Y and at least three other half-course equivalents in Higher Education;

(b) a written comprehensive examination for all candidates commencing the program after July 1, 1986;

(c) a thesis reporting the results of original research, the emphasis of which may be either theoretical or applied;

(d) a minimum of two consecutive terms of full-time study: first and second *or* second and first.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of:

(a) eight half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant M.A. in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The eight half-courses will include four in Higher Education (the candidate's major subject), and two each in related minor fields. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include 1803Y;

(b) a comprehensive written examination, usually taken in the second term of the second residence year for all students commencing the Ph.D. program after July 1, 1986; and

(c) a thesis reporting the results of original research.

COURSES

A course is identified with the Higher Education Group when the first two digits of the course number are 18 or 38.

1801 F THE HISTORY OF HIGHER EDUCATION IN CANADA: AN OVERVIEW

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century.
R. S. Harris and *W. Brehaut*

1802 S RESEARCH SEMINAR IN HIGHER EDUCATION IN CANADA

Students who have taken 1801F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1801F may be waived.
R. S. Harris

1803 Y RECURRING ISSUES IN POSTSECONDARY EDUCATION

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

1805 F,S,H THE COMMUNITY COLLEGE

An examination of the development of non-degree-granting institutions and an analysis of the problems which face such institutions.
Staff

1806 F SYSTEMS OF HIGHER EDUCATION

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
C. Watson

1807 F,S,H STRATEGIC AND LONG-RANGE PLANNING FOR POSTSECONDARY SYSTEMS

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at

planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and *D. W. Lang*

1809 F ADMINISTRATION OF COLLEGES AND UNIVERSITIES

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
B. L. Hansen and *D. W. Lang*

1811 F,S,H INSTITUTIONAL RESEARCH AND PLANNING

A study of the practice of institutional research and planning in colleges and universities. This course is designed as an introduction to the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus is parallel to course 1807F,S,H, which has a systems focus.
S. Quazi and *D. W. Lang*

1812 F,S,H EDUCATION AND THE PROFESSIONS

An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs.

This seminar is taken as an optional course by students in a number of graduate professional programs (education, social work, library science, engineering, business, nursing). Students prepare research papers related to their own professions.
C. Watson

1813 F,S,H RESEARCH IN THE UNIVERSITY

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
I. Winchester

1814 F,S,H CURRICULUM IN INSTITUTIONS OF HIGHER EDUCATION

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
A. I. Rothman

1815 F,S,H TEACHING IN INSTITUTIONS OF HIGHER EDUCATION

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
A. I. Rothman

1816 F,S,H CONCEPTIONS OF LEARNING IN HIGHER EDUCATION

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
A. Hildyard

1818 F,S,H EDUCATIONAL DEVELOPMENT: EXAMINATION OF STRATEGIES FOR IMPROVING TEACHING AND LEARNING IN POSTSECONDARY INSTITUTIONS

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R. G. Tiberius

1820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: MASTER'S LEVEL

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.
Staff

1821 S DIVERSITY AND DIFFERENTIATION IN POSTSECONDARY EDUCATION

The course will examine the range of programs and supporting institutional arrangements in postsecondary education, including university, college, and non-formal sectors, and identify factors which

contribute to differentiation within and between sectors. It will consider diversity and differentiation from the perspective of institutional status, educational philosophy and objectives, delivery mechanisms, program inputs and requirements, and clientele served. Particular attention will be given to the questions of why certain areas of study and types of learning experiences are provided by particular postsecondary institutions, and how program-mix changes over time. The course will use both survey and case-study methodologies.
M. L. Skolnik

1822 F THE IDEA OF THE UNIVERSITY AND THE COLLEGE

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. A seminar involving selected readings.
I. Winchester

1823 S RESEARCH SEMINAR IN THE IDEA OF THE UNIVERSITY AND THE COLLEGE

Students who have taken 1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1822F may be waived.
I. Winchester

1824 F,S,H THE PLANNING OF FACILITIES IN HIGHER EDUCATION

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications," facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.
D. N. Wilson and *S. Quazi*

1825 F COMPARATIVE HIGHER EDUCATION: PART I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are purpose and method in comparative education, views of social change, and the application of scientific method to comparative analysis. The course draws on selections of the literature produced by university scholars and by such international organizations as UNESCO, the World Bank, and the International Bureau of Education.
R. E. S. Hayhoe

1826 S COMPARATIVE HIGHER EDUCATION: PART II

This course applies comparative education theory to a consideration of the roles of universities and other higher institutions in various societies, starting with Eastern and Western traditions in higher education and continuing through the transition to modern forms in different countries. Exemplars of this transition under capitalism, under communism, and in the Third World are discussed. Also students are encouraged to develop a critical approach to some of the classic studies produced in the field of comparative higher education. Either 1825F or another course in comparative education is prerequisite for this course.
R. E. S. Hayhoe

1827 F THE POLITICS OF HIGHER EDUCATION

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty

unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
R. G. Townsend

1840 F,H ECONOMICS OF HIGHER EDUCATION
An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
M. L. Skolnik

1841 F,H PUBLIC FINANCE AND HIGHER EDUCATION
Public finance will be used as the frame of reference for studying efficiency, equity, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J. W. Holland

1842 S,H HIGHER EDUCATION AND THE LABOR MARKET
An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the manpower aspects of planning in higher education. Topics covered include the supply of and demand for educated manpower; employment experience of graduates; the utilization of educated manpower by industry; the use of manpower projections in institutional and system planning; and the development of manpower policy in Canada and Ontario.
M. L. Skolnik

1843 S HIGHER EDUCATION AND THE LAW
This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
Staff

1852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Few 3800-level courses are offered in Higher Education. Most advanced study is undertaken on an individual basis. All doctoral programs should include individual reading and research courses in the area of the candidate's specialization.

3806 S CASE STUDIES IN COMPARATIVE HIGHER EDUCATION
This is a seminar course designed for students interested in the comparative study of higher education.
Staff

3807 S THE UNIVERSITY UNDER COMMUNISM
This course explores facets of the role of the university within communist society. It begins with a focus on the central contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system. The following

broad topics are covered: (1) the university in the transition to communism and the making of a proletarian intelligentsia; (2) higher education and the socialist economy; (3) the diversification of higher education under communism; and (4) the communist university within the international academic community.
R. E. S. Hayhoe

3820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: DOCTORAL LEVEL
Description as for 1820F,S,H.
Staff

3852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL
Description as for 1852F,S,H but at the doctoral level.

A number of courses offered by other OISE departments are acceptable substitutes for the prerequisites of admission to programs in Higher Education. For information, consult the staff of the Higher Education Group.

History and Philosophy of Education

DWIGHT R. BOYD, *Ed.D. (Harvard)*
Associate Professor, and Chairperson of the Department
(moral education; ethical issues in education; philosophical issues related to gender in education; philosophical psychology)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor, cross-appointed to Sociology in Education, and cross-appointed to the Department of Philosophy and to the McLuhan Program in Culture and Technology, University of Toronto
(critical social theory; phenomenology and hermeneutics; democracy and education in North American and European traditions of social thought; social philosophy of American pragmatism and Marxism)

CLIVE M. BECK, *Ph.D. (New England)*
Professor, cross-appointed to Adult Education
(ethics; values education; values in adulthood; religious education; literature education)

DEANNE BOGDAN, *Ph.D. (Toronto)*
Assistant Professor
(philosophy of literature and literature education; literary theory; aesthetic and values education; censorship; feminist criticism; epistemology of literary response)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor, cross-appointed to the Higher Education Group
(history of Canadian education; teacher education; development of educational research)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor, cross-appointed to Curriculum
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and legal education)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed to Curriculum
(alternative schools; the culture of the school; parents and teachers; progressive education; anarchism and education; critical pedagogy)

DAVID LEVINE, *Ph.D. (Cambridge)*
Associate Professor
(social modernization and economic change; historical demographic and social structural analysis)

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology; philosophical foundations of cognitive science)

RUTH R. PIERSON, *Ph.D. (Yale)*
Associate Professor, cross-appointed to Sociology in Education
(education in early modern and modern European history; twentieth-century German history; intellectual history and women's history)

ALISON PRENTICE, *Ph.D. (Toronto)*
Professor
(history of Canadian education; nineteenth-century educational history; women's history and education; history of American education)

HAROLD M. TROPER, *Ph.D. (Toronto)*
Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed from the Higher Education Group

PROGRAMS OF SPECIALIZATION

This department offers programs leading to the M.Ed. and Ed.D. degrees with specialization in History and/or Philosophy of Education for educational practitioners, and programs leading to the M.A. and Ph.D. degrees for research-oriented scholars (who may or may not be practitioners) who wish to apply their discipline to the study of education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have residence requirements. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

General admission requirements for each program are outlined on pages 28 to 35. M.A. and Ph.D. applicants to this department are normally expected to have a substantial undergraduate concentration in history and/or philosophy, but applicants with concentrations in related social sciences and humanities disciplines will also be considered for admission.

In this department students' programs are individualized, and it is the responsibility of each student to select courses appropriate to his/her interests in consultation with the faculty advisor. Basic requirements for each degree program are outlined below.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The new Master of Education program pertains to students commencing in the 1986 Summer Session and thereafter. See pages 28 to 30 for general requirements. The M.Ed. degree program in History and Philosophy of Education is pursued under Option II (eight half-courses plus a major research project/paper). Students in either History or Philosophy of Education will be expected to take at least four half-courses in the specialization. Candidates who wish to specialize in both History and Philosophy normally do at least five courses within the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Many M.Ed. students in History and Philosophy of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE or the University of Toronto. Such students may, with permission, enrol in the M.Ed. for Special Purposes and thus be able to take as few as three half-courses in this department. For details of this program see the "General Requirements" section of this Bulletin.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Ed.D. program requires one year (two consecutive academic terms) of full-time study and is designed for career educators who wish to engage in the in-depth study of a problem or topic related to their professional practice. Admission requirements are similar to those for the Ph.D. program with the additional requirement of professional training and experience in education. In view of the shorter residence requirement, applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Qualified applicants with a master's degree in History and/or Philosophy of Education from this department may be admitted to an eight half-course program. Applicants with other specializations in their master's degree programs are required to do additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The core program includes two Ed.D. seminars (3490F and 3491S) taken during the year of residence and two Ed.D. practica (3494F,S,H and 3495F,S,H) arranged in consultation with the faculty advisor. Other practice-oriented courses in the department may be substituted for one or both practica with the advisor's approval.

The remaining courses are selected by the student in consultation with the advisor and may be taken on a part-time basis before and following the year of residence. Students are encouraged, though not required, to do at least two elective half-courses before the resident year..

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Qualified applicants who hold a four-year bachelor's degree with a major in history or philosophy may be admitted to a one-year program consisting of six half-courses (four of which should be taken in the area of specialization in this department) and a thesis. Applicants with undergraduate majors in related social science and humanities disciplines are normally required to do some additional courses. They are encouraged to submit with their application descriptions or outlines of courses which have substantial historical or philosophical content.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Ph.D. program requires a minimum of two years of full-time resident study. Qualified applicants with an M.A. degree in History and/or Philosophy of Education or the equivalent (including a thesis or equivalent major research paper) may be admitted to a two-year program, which consists of six half-courses and a thesis. If the master's degree does not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration in the program. Applicants who do not hold a master's degree with specialization in history or philosophy of education will be required to do additional courses to establish equivalency in their area of specialization. Those with a relevant master's degree but with no previous graduate courses in history or philosophy of education are normally required to do ten half-courses. Applicants who have related graduate courses with substantial history or philosophy content related to education should submit with their application descriptions of these courses. Applicants who have not completed a master's degree in this department are also encouraged to submit with their application samples of their scholarly writing (e.g., master's thesis, major research paper, published article). All applicants to the Ph.D. program are requested to submit a statement of their particular research interests within their area of specialization (history or philosophy of education) in as much detail as possible so that an appropriate faculty advisor can be designated.

The Ph.D. program is highly individualized. Each student's program is determined in consultation with the faculty advisor within the general guidelines noted on pages 35 to 36. Candidates commencing the Ph.D. program after July 1, 1986, will be required to take a comprehensive examination during the program.

PROGRAM/RESEARCH FOCUSES

To guide students in selecting courses and thesis advisors, we offer the following thematic focuses within the two general areas of specialization in this department:

History of Women and the Family in Education: D. Levine, A. Prentice, R. R. Pierson. Courses – 1418, 1421 (not offered in 1988/89), 1422, 1423 (not offered in 1988/89), 1426, 3414, 3421, 3423. (See also "Interdisciplinary Focuses" in family studies and women's studies for other related courses.)

History of Schooling in Canada: W. Brehaut, A. Prentice. Courses – 1403, 1404 (not offered in 1988/89), 1414 (not offered in 1988/89), 1416, 1417 (not offered in 1988/89), 1425.

Moral/Values Education: C. M. Beck, D. R. Boyd, J. A. Eisenberg. Courses – 1438, 1441, 1443 (not offered in 1988/89), 1449, 3441, 3443. (See "Interdisciplinary Focuses" section for related courses.)

Philosophy of Literature in Education: C. M. Beck, D. Bogdan, D. Misgeld, I. Winchester. Courses – 1462, 1484, 1485, 3436.

Other focuses include such areas as:

—immigration, ethnicity, and multiculturalism in education

—religious education

—law and social issues in education

—critical social theory and critical pedagogy

—creativity and aesthetics

—working-class education

—developmental epistemology and theories of knowledge

—alternative/cooperative schooling.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken by both master's and doctoral students. Courses in this department are normally open to students in other departments as well.

Although the following courses are listed in the Bulletin, not all are offered in any given year. Please check the OISE schedules of course offerings for Summer and Regular Sessions. These will be available at a later date from the Office of Graduate Studies, or in the Department of History and Philosophy of Education.

1402 F,S,H HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.
R. R. Pierson

1403 F,S,H HISTORY OF EDUCATION IN CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, changing educational theory and practice, Canadian education and its critics past and present. (See also 1404F,S,H.)
W. Brehaut

1404 F,S,H HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS

A historical study of recurring issues in Canadian education. The choice of particular issues to be studied will depend largely on seminar members' special interests.

Prerequisite: 1403F,S,H or equivalent.
W. Brehaut (not offered in 1988/89)

1407 F,S,H MASS EDUCATION IN ENGLISH HISTORY

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent

attempts to replace it will also occupy a critical position.
D. Levine

1408 F,S,H ELITE EDUCATION IN ENGLISH HISTORY
The upper classes in Britain developed an educational system which served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine (not offered in 1988/89)

1414 F,S,H ORIGINS OF MODERN SCHOOLING: PROBLEMS IN NINETEENTH- AND TWENTIETH-CENTURY EDUCATIONAL HISTORY
Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
A. Prentice (not offered in 1988/89)

1416 F,S,H ONTARIO EDUCATION
A seminar focussing on recent research in Ontario educational history, emphasizing the social and political context of educational change. Students will be involved in a research project.
Staff

1417 F,S,H POLITICS IN THE HISTORY OF CANADIAN EDUCATION
This seminar will focus upon specific issues in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions at the federal, provincial, and local levels. Similarly, the political role of the church, teachers, parents, students, and other special interest groups will be examined in relation to the development of education in Canada.
W. Brehaut (not offered in 1988/89)

1418 F,S,H THE ROLE OF EDUCATION IN THEORIES OF WOMEN'S EMANCIPATION: I
The feminist traditions in Western society, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the fifteenth century to the end of the nineteenth century.
R. R. Pierson

1419 F,S,H RESEARCH SEMINAR IN THE HISTORY OF EDUCATION
Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff

1420 F,S,H EUROPEAN POPULAR CULTURE AND THE SOCIAL HISTORY OF EDUCATION
The implication of social history for contemporary social studies and history instruction. The course will explore approaches to integrating the concepts, methods, and themes of social history into social studies and history courses.
D. Levine

1421 F,S,H THE HISTORY OF WOMEN AND EDUCATION: I
An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
A. Prentice (not offered in 1988/89)

1422 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: I
The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

1423 F,S,H EDUCATION AND FAMILY LIFE IN NINETEENTH-CENTURY CANADA
This course has been designed as a continu-

ation of 1422F,S,H. It will be offered in the second term, and it is hoped that students in the course will already have taken 1422F,S,H or received permission from the instructor. This course will focus on primary research and will be particularly concerned with the utilization of census records as a way of studying the connections between family and education in the larger social context.
D. Levine (not offered in 1988/89)

1424 F,S,H RELIGION, IDEOLOGY, AND SOCIAL MOVEMENTS IN THE HISTORY OF NORTH AMERICAN EDUCATION

A historical overview of the educational work undertaken by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. M. Troper (not offered in 1988/89)

1425 F,S,H CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
Staff

1426 F,S,H THE HISTORY OF WOMEN AND EDUCATION IN CANADA

An investigation of the history of women in Canada, stressing the political, economic, and social developments which formed the background to changing patterns in women's education and women's role in education.
A. Prentice and *R. R. Pierson*

1428 F,S,H IMMIGRANT CONCERNS IN THE HISTORY OF EDUCATION

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H. M. Troper

1429 F,S,H ETHNICITY AND THE HISTORY OF CANADIAN EDUCATION

A historical exploration of ethnicity as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenge ethnicity represented to keepers of the Canadian gate and educators in particular.
H. M. Troper

1431 F,S,H THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY

An advanced research seminar which examines epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.

Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
E. C. Olsen

1432 F,S,H KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E. C. Olsen

1433 F,S,H FREEDOM AND AUTHORITY IN EDUCATION

This course focusses on the tension

between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E. C. Olsen

1434 F,S,H POLITICAL THOUGHT AND EDUCATION
A general introduction to political thought and social theories significant for education. Topics: the liberal, Marxist, and socialist tradition. Ideas of liberation: Marxism, the Third World, feminism. Relation of these ideas to concepts of schooling and education. Revolution, reform, and education. No background in philosophy required.
D. Misgeld (not offered in 1988/89)

1435 F,S,H DEMOCRACY AND EDUCATION
A review of important theories pertinent to the topic, from Dewey and the classical pragmatists to our times. Responses to classical pragmatism in contemporary philosophy and social thought. Other themes are: mass democracy and the welfare state, the social service professions and education, education and social reform, participatory democracy, and technocracy.
D. Misgeld

1436 F,S,H IDEOLOGY, RATIONALITY, AND CRITICAL CONSCIOUSNESS: THE CRITICAL THEORY OF SOCIETY
A systematic review and critical examination of a dominant position in contemporary social philosophy which has had considerable influence in the social sciences, in theory of politics, and in education. The development of the critical theory of society from the early Lukacs to Habermas will be examined with reference to its significance to educational thought. Topics to be considered are: the concept of a rational society, technology and science as ideology, the ideas of emancipation and communicative rationality. This course is primarily intended for full-time students (including students from graduate departments outside Education).
D. Misgeld (not offered in 1988/89)

1437 F,S,H PHILOSOPHICAL ASPECTS OF THE DEVELOPMENT OF LANGUAGE, THOUGHT, AND REASONING
This is an interdisciplinary course which examines the philosophical underpinnings of competing theories about language learning, concept formation, and the development of thinking and reasoning capacities. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and Skinner.

Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

1438 S,H ETHICAL ISSUES IN SCHOOLING
This course deals with selected ethical issues in educational practices, policies, and theories. Among the topics considered will be: the nature of ethics; liberal versus utilitarian conceptions of education; legitimate expectations of teachers; the ethics of socialization; the ethics of open, democratic education; ideological and class dimensions of schooling; racism and sexism in schools; labelling and streaming; school discipline; indoctrination and values education; compulsory attendance; relations between school, home, and community; the legitimacy and future of public education.
C. M. Beck

1439 F,S,H GENDER AND EDUCATION: PHILOSOPHICAL ISSUES
This course will examine philosophical issues pertaining to sex differences, relations between the sexes, and related educational problems. Theoretical questions will be discussed first, involving the concepts of masculinity and femininity, competing ideological views of sex roles, and the development and maintenance of sex roles through gender language and cultural expressions of sexual stereotypes. More practical issues such as the following will

be examined in this context: sex differences as value-problematic, sex as an educational taboo, equal educational opportunity in a sexist society, the relevance of gender to educational theory.
D. R. Boyd (not offered in 1988/89)

1441 F,S,H MORAL EDUCATION
This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. Such issues as the following are considered: differences among ethical theories; subjectivism and relativism; form and content of moral education; indoctrination; the nature of autonomy; neutrality of the teacher; the claims of developmental theories; conceptual confusions; and institutional constraints.
D. R. Boyd

1443 F,S,H VALUES EDUCATION PRACTICUM
This course deals with theoretical and practical problems arising in the conception, organization, and implementation of values education programs. It will begin with an examination of basic theories of value, major approaches to values education, the moral role of the institution in education, materials and techniques used in values education, and procedures for evaluating programs and exercises. Then the theoretical components of the course will be applied in a variety of school settings at a variety of levels. These may include elementary schools, secondary schools, penal institutions, special education classes, gifted students, or adult groups. The findings of the practica will serve as a basis for designing values education programs.
J. A. Eisenberg (not offered in 1988/89)

1446 F,S,H THE TEACHER AS PHILOSOPHER
This course starts from the assumption that teachers are already philosophers – i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D. R. Boyd

1447 F,S,H TECHNOLOGY IN EDUCATION: PHILOSOPHICAL ISSUES
This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
J. A. Eisenberg

1449 F,S,H THE THEORY OF LAW AND THE TEACHING OF LAW IN THE SCHOOLS
An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg

1450 F,S,H PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION
A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester

1451 F,S,H THEORIES OF HISTORY AND SOCIAL INQUIRY IN EDUCATION
A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
J. A. Eisenberg (not offered in 1988/89)

1452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL
Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL
Description as for 1452F,S,H.

1455 F,S,H THE CULTURE OF THE SCHOOL
A critical examination of the structural features and day-to-day realities of school life from the perspective of teachers, students, and researchers. The relationship of school culture to contemporary North American culture is also considered with particular reference to issues of class, gender, and the ideology of individualism.
M. A. Levin (not offered in 1988/89)

1456 F,S,H ALTERNATIVE SCHOOLS
An introduction to the philosophy and recent history of tax-supported public alternative schools. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin (not offered in 1988/89)

1457 F,S,H ANARCHISM AND LIBERTARIAN EDUCATION
A critical analysis of anarchist and libertarian writings on education from the nineteenth century to the present. Among the writings to be considered are those of Kropotkin, Tolstoy, Neill, Goodman, Friedenberg, Holt, and Illich. The relationship of these ideas to the "free school" movement of the 1960s will also be considered.
M. A. Levin (not offered in 1988/89)

1458 F,S,H PROGRESSIVE EDUCATION AND ITS CRITICS
Critical analysis of the basic principles of "progressive education" as set forth by John Dewey and elaborated by his followers in the liberal/progressive tradition. Critiques of progressive educational principles and practices by traditionalists, libertarians, and neo-Marxists will also be discussed.
M. A. Levin (not offered in 1988/89)

1459 F,S,H CREATIVITY AND EDUCATION
The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education,

and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.
J. A. Eisenberg

1461 F,S,H SPECIAL TOPICS IN HISTORY AND PHILOSOPHY OF EDUCATION
A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

1462 F,S,H WOMEN, LITERATURE, AND EDUCATION
This course focusses on several ways in which education relates to women and literature. Issues such as redefinition of the literary canon, treatment of gender in literary history, and the influence of the feminine novel on education of women will be considered. As well, the course emphasizes feminist concerns pertaining to literary interpretation and pedagogy: male/female authorial voice, literary critical double standard, and social effects of fictional role models. It also examines connections between educational goals and the rise of female aesthetic values and a feminist literary consciousness.
D. Bogdan

1480 F,S,H RELIGIOUS EDUCATION
An examination of major concepts and issues in religious education today. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C. M. Beck

1482 F,S,H THE NATURE AND DEVELOPMENT OF RELIGIOUS KNOWLEDGE IN EDUCATION
An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E. C. Olsen

1483 F,S,H EDUCATION AND PHILOSOPHIES OF PEACE AND NON-VIOLENCE
The course will examine theoretical approaches to peace and non-violence and their possible implications for education. Thinkers studied will include Buddha, Mahavir Jain, Jesus, Tolstoy, Gandhi, Thomas Merton, Martin Luther King. Contemporary issues and approaches not covered in the literature will also be considered, as well as practical proposals for peace education.
M. L. Handa and *C. M. Beck*

1484 F,S,H PHILOSOPHY OF LITERATURE AND LITERATURE EDUCATION
This course examines the philosophical underpinnings of teaching literature through the study of Plato, Aristotle, Northrop Frye, and contemporary literary criticism. Topics include the justification for the educational value of literature; censorship of literature texts; literature as message, object, process; and the epistemology of literary response and its moral aesthetic implications.
D. Bogdan

1485 F,S,H LITERATURE AND VALUES EDUCATION
An examination of the complex relationship between literature and values education, including an analysis of the ethical dimension throughout literary criticism. Implications for the teaching of literature will be drawn from contemporary schools of values education. The connections between literature studies in schools and the serious study of values will be explored.
J. L. Aitken

3414 F,S,H ORIGINS OF MODERN SCHOOLING II: SELECTED TOPICS

Issues in nineteenth- and twentieth-century school history are examined in depth, in the context of particular North American regional economies and social communities.

Prerequisite: 1414F,S,H.

A. Prentice

3418 F,S,H THE ROLE OF EDUCATION IN THEORIES OF WOMEN'S EMANCIPATION: II

This course is designed as a follow-up to 1418F,S,H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.

R. R. Pierson

3421 F,S,H THE HISTORY OF WOMEN AND EDUCATION: II

Women and education in nineteenth- and twentieth-century Europe and North America. This course will focus on recent developments and current problems in historical research in this field.

A. Prentice

3423 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: II

This course is designed as a follow-up to 1422F,S,H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focussed upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.

Prerequisite: 1422F,S,H or permission of the instructor.

D. Levine

3428 F,S,H MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to the development of education in Canada.

Prerequisite: 1428F,S,H or permission of the instructor.

H. M. Troper

3436 F,S,H AESTHETICS AND EDUCATION

This course will examine education as an aesthetic experience; education for appreciation of art; art as education.

D. Bogdan and *I. Winchester*

3437 F,S,H RESEARCH SEMINAR IN RELIGIOUS EDUCATION

Advanced seminar based on issues raised in 1480 but dealing with a selection of these in depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.

C. M. Beck

3441 F,H RESEARCH SEMINAR IN MORAL EDUCATION: PART I

3443 S,H RESEARCH SEMINAR IN MORAL EDUCATION: PART II

Advanced seminars based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.

D. R. Boyd

3446 F,S,H METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original

research in areas of their own special interest.
I. Winchester

3447 F,S,H CRITICAL THEORY AS A THEORY OF MODERNITY AND EDUCATION: I
An advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas's work. The central issue will be the relation between Habermas's critical theory, as the theory of modernity, and various critiques of this position, including post-modernist ones. The significance of critical theory for educational thought will also be considered.

Prerequisite: Relevant background corresponding to content of course 1436F,S,H or permission of the instructor.
D. Misgeld (not offered in 1988/89)

3452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL
Description as for 1452F,S,H but at the doctoral level.

3453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL
Description as for 1453F,S,H but at the doctoral level.

3456 F,S,H RESEARCH SEMINAR IN ALTERNATIVE EDUCATION
An advanced research seminar for students who wish to do research on alternative schools or special topics in the area of alternative education. Relevant theoretical and empirical literature will be reviewed.

Prerequisite: 1456F,S,H or permission of the instructor.
M. A. Levin

3461 F,S,H SPECIAL TOPICS IN HISTORY AND PHILOSOPHY OF EDUCATION
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

3480 F,S,H RELIGIOUS DIMENSIONS OF SOCIAL ETHICS
An analysis of social ethics and social policy questions in the context of different religious perspectives. The progressive and retrogressive role of religion in contemporary culture will be examined. The relation of religion to the formation and transformation of communities will also be discussed.
E. V. Sullivan (not offered in 1988/89)

3481 F,S,H DEVELOPING RELIGIOUS PERSPECTIVES
In this course a study will be made of the perspectives people have adopted around the world with respect to the "large questions of life" such as origins, destiny, death, suffering, meaning in life, community, ecology. Consideration will be given to how these perspectives have developed and must continue to be modified over time. In particular, the course will explore how teaching in this area can take place in schools and other settings.
C. M. Beck

3490 F ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I
Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

3491 S ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II
Description as for 3490F.
Staff

3494 F,S,H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I
Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not

given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 F,S,H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II
See description for course 3494F,S,H.
Staff

The following courses are accepted for credit in the Department of History and Philosophy of Education. For descriptions, see the relevant departments.

Higher Education
1801 F The History of Higher Education in Canada: An Overview (R. S. Harris and W. Brehaut)

1822 F The Idea of the University and the College (I. Winchester)

Adult Education
1116 F,S,H Learning Values in Adulthood (C. M. Beck)

Sociology in Education
1973 F,S,H Women and the Educational System (R. R. Pierson)

Measurement, Evaluation, and Computer Applications (MECA)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor, and Chairperson of the Department
(computer aspects of measurement; data analysis; logic of inquiry; visual display of data)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:
RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(interaction of human values and computer applications; needs analysis of potential computer applications; formative evaluation of courseware)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from Applied Psychology

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)*
Associate Professor, cross-appointed to Curriculum
(computer-assisted instruction in first and second languages; minority-language education and Franco-Ontarian studies; international, multicultural, and human rights education)

RINA S. COHEN, *Ph.D. (Ottawa)*
Associate Professor
(graphics-based microworlds and programming environments for children; the design of intelligent coaching within microworlds; computer applications in math education)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Associate Professor
(item banking; tailored testing; simulation techniques for evaluating problem-solving; physics, chemistry, and general science achievement surveys)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(cognitive, affective, and career skills assessment)

ROBERT K. LOGAN, *Ph.D. (Massachusetts Institute of Technology)*
Associate Professor, cross-appointed from the Department of Physics, University of Toronto
(the effect of computers on learning, teaching, and social interactions in classrooms; applications of computers in science education; literacy and communication theory)

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Professor, and Head, Educational Evaluation Centre
(data analysis; evaluation; assessment of achievement)

ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; instrumentation; software development)

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Professor
(psychometrics and analysis of categorical data (dual scaling))

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor
(development of curriculum materials, systems, and languages for computer-assisted instruction/training and interactive video; research in instructional and media design; expert systems)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed from Educational Administration

IRVIN RUBINCAM, *Ph.D. (Toronto)*
Assistant Professor
(instructional systems development; bibliometrics; information utilization; issues in educational computing)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed from Curriculum

MARLENE SCARDAMALIA, *Ph.D. (Toronto)*
Professor, and Head, Centre for Applied Cognitive Science
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
(convergent technologies for effective organizations; management support systems)

ROSS E. TRAUB, *Ph.D. (Princeton)*
Professor
(educational measurement and evaluation)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed from Curriculum

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
(design and statistical analysis of experiments; multivariate analysis)

HARVEY GOLDSTEIN, *B.Sc. (Manchester)*
Postgraduate Diploma in Statistics, F.R.S.S.
(theoretical and applied statistics in human sciences)

GILA HANNA, *Ph.D. (Toronto)*
(data analysis and statistics; mathematics education)

LINDA HARASIM, *Ph.D. (Toronto)*
(computer conferencing and networking; on-line education; hypertext; gender equity issues)

RICHARD KEMERER, *Ph.D. (Florida State)*
(evaluation of organizational impact of training programs in business and industry)

HANNA MAYER, *Ph.D. (Florida State)*
(needs assessment; instructional design; implementation and evaluation of educational innovations, specifically interactive technologies)

GRAHAM F. SCOTT, *B.A. (Toronto)*
Project Director, MECA

HARVEY A. SKINNER, *Ph.D. (Western Ontario)*
Psychologist, Addiction Research Foundation, Toronto

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director, MECA, and Supervisor of Computing Services Group
(data analysis and statistics; research and school applications of computers; achievement surveys)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

PETER J. EVANS, *M.Ed. (Toronto)*
Project Director, and Head, OISE Ottawa Valley Centre
(English evaluation: student and program; large-scale assessment of language and writing – elementary, secondary, and postsecondary)

G. PHILIP NAGY, *Ph.D. (Alberta)*
Associate Professor, OISE/UWO Educational Leadership Centre
(measurement; data analysis; multidimensional scaling)

PROGRAMS OF SPECIALIZATION

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in Measurement, Evaluation, or Computer Applications, with emphasis on applying these to education. In the MECA department students newly admitted to the M.Ed. degree program are required to pursue Option II ordinarily (eight half-courses plus a research project/paper; see page 29).

See pages 30 to 36 for M.A., Ed.D., and Ph.D. requirements.

Candidates commencing a doctoral program after July 1, 1986, will be required to take a comprehensive examination during the program. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. The M.A. program in the MECA department requires two terms of full-time study in the Regular Session. The terms need not be undertaken consecutively.

In order to acquire depth in a field of specialization students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take at least four half-courses in their area of specialty: Measurement or Evaluation or Computer Applications. Each degree program is available in each of the specialities.

Computer Applications Specialization
This specialty develops knowledge and skills in the application of computers in instruction, research, and administration. At the master's level, course 1503 provides foundation knowledge. Skills in selected kinds of computer programming and in the use of computers will be required for some courses in computer applications. These skills may be acquired through non-credit courses 1506 and 1507. Details and enrolment forms for these courses are available from the MECA department. Specific areas of applications and methodology follow in other 1500-level courses.

M.A. and Ph.D. programs develop skills in applied behavioral research in which computer methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1503, three other computer applications courses, and two half-courses in statistics and behavioral sciences appropriate to the interests of the individual student; a research course such as 1504 or 1660 is strongly encouraged. In the doctoral program, at least four doctoral-level courses will ordinarily be required.

Evaluation Specialization
In this specialty, students develop knowledge and skills in social program evaluation, pupil evaluation, and large-scale assessment of education. Students should plan their program in consultation with staff of the Educational Evaluation Centre. Courses 1613, 1660, 1666, 1680, and 1520 (not offered in 1988/89) provide foundation knowledge and skills. Courses 1610, 1615, 1619, and 1670 will be relevant to some programs, as will courses in other departments – e.g., 1137 Evaluation of Adult Education Programs; 1360 Evaluation of Curriculum and Instruction; and 1363 Curriculum Guidelines and Student Evaluation. At the doctoral level, 3610 and 3666 are required; at least two other doctoral-level courses are ordinarily required. Students will normally be expected to become involved in an ongoing evaluation project during their residence year(s).

Evaluation of a wide range of social programs is included under "program evaluation," such as health care delivery, labor education, nursery and preschool, manpower training, services to exceptional children, and programs in higher education. Students are expected to acquire knowledge and skill in both qualitative and quantitative methods. Large-scale assessment is a specialty emerging in its own right, incorporating educational program evaluation, and the OISE Educational Evaluation Centre is a recognized leader in the field.

Measurement Specialization
M.A. and Ph.D. programs in this specialty develop researchers in the fields of measurement and quantitative methods and theory. Training is provided in the areas of statistics, test theory, scaling, factor analysis, test development, and research methods appropriate for the design and execution of empirical investigations.

Students who enter the M.A. program in Measurement with the intent of pursuing a Ph.D. degree are advised to take the following courses: 1670 and 3666. Those students entering the regular Ph.D. program with M.Ed. or M.A. degrees from other universities or other OISE programs should have taken the equivalent of these courses or plan to take them as part of their Ph.D. program. Ph.D. students are ordinarily required to take at least four 3600-level courses.

M.A. and Ph.D. students in Measurement are expected by the end of their first year of residence to demonstrate competence in data processing. Successful completion of 1520 or demonstrated competence in one major programming language would satisfy this requirement. In addition, proficiency in matrix algebra and calculus is expected of Ph.D. candidates.

OFF-CAMPUS COURSES IN MECA

From time to time the department offers some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. Admission requirements for the M.Ed. program are the same for off-campus courses as for the regular campus program.

Information materials for courses to be offered in the 1988/89 Regular Session for continuing students will be available from the Office of Graduate Studies on *March 1*. New applicants should apply by *February 1*, although later applications in the off-campus program will be considered.

DEPARTMENTAL ADMISSION REQUIREMENTS

(a) The admission requirements for the M.Ed. degree program are outlined on pages 28 to 29.

(b) The usual admission requirement for the M.A. program is a four-year undergraduate degree in mathematics, statistics, computer science, or a relevant social or behavioral science.

(c) Students may be admitted to the Ed.D. or Ph.D. programs in this department contingent upon satisfactory completion of a Qualifying Research Paper or a master's thesis. A student's admission will be confirmed, however, only when his or her Qualifying Research Paper or master's thesis has been judged to be of sufficiently high quality to warrant admission into the doctoral program. Please consult the *OISE Guidelines for Theses, QRP's and Orals*, and the admission requirements in the "General Requirements for Degrees" section in this Bulletin.

(d) Applicants from outside Canada whose mother tongue is not English should note the requirement on page 11 of this Bulletin. Evidence that an acceptable level of proficiency in English has been achieved must be submitted before the student leaves for the University of Toronto.

(e) Prospective Ed.D. candidates should not make arrangements for full-time resident study (e.g., apply for sabbatical leave) until they have been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper. The ideal arrangement is for Ed.D. candidates to begin their Ed.D. program on a part-time basis so that they can devote most of their resident year to their dissertation research.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. Nonetheless, doctoral students may receive credit for 1500- and 1600-level courses, and master's students may take 3500- and 3600-level courses.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35.

Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36.

Courses 1504, 1520, 1660, 1666, and 3666 are applicable to both specialties.

Courses usually taken in M.Ed. programs are offered after hours in the Regular Session.

Although the schedule of courses actually offered is determined after publication of this Bulletin, the following courses are ordinarily among those offered in the Summer Session: 1500F,S,H, 1503F,S,H, 1505F,S,H, 1506F,S,H (Non-Credit), 1507F,S,H (Non-Credit), 1515F,S,H, 1517F,S,H, 1601F,H (Non-Credit), 1610F,H, 1611 F,S,H, 1615S,H, 1660F,S,H, 1666F,S,H, 3666F,S,H. Please consult the OISE Summer Session or OISE Regular Session schedules for actual course offerings.

COMPUTER APPLICATIONS COURSES

1500 F,S,H COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization. Instructional design issues will be emphasized.
W. P. Olivier and *I. R. Rubincam*

1501 F,S COMPUTER-GUIDED INSTRUCTION

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
S. Churchill and *W. P. Olivier*

1503 F,S,H INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics, representative of the concerns of other computer applications courses, may be as follows: computer technology in education, computer literacy, computers in the classroom, personal computers, courseware evaluation, programming environments for children, interactive instruction technologies, computers in the curriculum, research data analysis and processing, administrative applications. *Note:* No previous experience required. This is not a programming course, but completion of, or concurrent registration in, 1506F,S,H or 1507F,S,H (both Non-Credit) is highly desirable.
R. S. Cohen and *R. K. Logan*

1504 F,S,H RESEARCH PRACTICUM IN MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS

Techniques of data analysis and computer applications in applied behavioral research are illustrated in the development, implementation, and analysis of specific research projects. The students will also become acquainted with the various technical support resources applicable to a master's or doctoral thesis and will be given a forum to develop and present their own thesis ideas. All MECA students preparing for a thesis should consider this course; students in other departments in the Institute may enrol by permission of the instructor.
Staff (offered as required)

1505 F,S,H INSTRUCTIONAL PROGRAMMING

Procedures for the selection and development of individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training are covered.

Prerequisite: 1507F,S,H (Non-Credit) or equivalent, and 1500F,S,H.
W. P. Olivier and *I. R. Rubincam*

1506 F,S,H PREREQUISITE SKILLS IN COMPUTER APPLICATIONS (Non-Credit)

Students enrolled in MECA courses who do not have a background in the use of computers are advised to take this eight-session (sixteen hours) non-credit course, or to make arrangements to acquire this knowledge. Topics covered include: microcomputer components and terminology, word processing, overview of programming languages, and other applications. Details and enrolment forms are available from the department.
R. S. Cohen and staff

1507 F,S,H INTRODUCTION TO STRUCTURED PROGRAMMING (Non-Credit)

This is a basic introduction to Structured Basic, based on the top-down approach to programming. Students will be introduced to programming through a problem-solving method, whereby students are confronted with a problem which they then break into smaller, more manageable parts. The program that students will create will be a simple computerized lesson. The following programming concepts will be covered: data input and output, structured program control, flagging, arrays, and procedures.
R. S. Cohen and staff

1509 S EDUCATIONAL TECHNOLOGY AND PRODUCTION DESIGN

A course on video and videodisc and their applications to education and training. Experience is provided in applying the principles of instructional systems design and production discussed in class to the development of materials in the computer graphics laboratory and television studio.

Prerequisite: 1500F,S,H and 1505F,S,H.
W. P. Olivier

1510 F,S,H COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

The use of computers in answering research questions; experimental control, data collection and analysis, computer applications in current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.
Staff (offered as required)

1511 F COMPUTER-ASSISTED LANGUAGE INSTRUCTION: LEVEL I

An overview course on using computers to assist language learning emphasizing principles of integrated design for use in classrooms. Topics include principles of application, selection of courseware, and teacher use (laboratory work required).
S. Churchill

1513 F DEVELOPMENT TOOLS FOR EDUCATIONAL SOFTWARE

Intensive exploration of "professional" tools for creating educational software, including the programming language 'C' and software development "toolkits" for the Ontario Grant Eligible Microcomputer Systems (G.E.M.S.). Students will create illustrative programs using these tools.

Prerequisite: Programming experience and 1517F,S,H or equivalent.
R. S. McLean

1515 F,S,H COMPUTERS IN THE CURRICULUM

The use of computer models, simulations, programming environments, databases, graphics, and interactive systems as tools for students in curricula other than computer studies. Students will design an application in a curriculum area of their choice.

Prerequisite: 1503F,S,H and 1506F,S,H (Non-Credit) or equivalent.
R. S. Cohen, R. S. McLean, and *R. G. Ragsdale*

1516 F,S,H PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

Topics include *(a)* use of programming environments in the elementary school (Logo and other microworlds for children; their integration with various curriculum areas); *(b)* secondary school programming applications in mathematics, computer science, and other subjects; *(c)* research on the cognitive effects of teaching children programming.

Prerequisite: 1507F,S,H (Non-Credit) or permission of the instructors.
R. S. Cohen, R. S. McLean, and *R. G. Ragsdale*

1517 F,S,H MICROCOMPUTERS AND EDUCATION

Characteristics of microcomputer hardware, software, and peripheral devices and their potential for use in education with emphasis on the Grant Eligible Microcomputer Systems (G.E.M.S.).

Prerequisite: 1507F,S,H (Non-Credit) or equivalent.
R. S. McLean

1518 F EDUCATIONAL TECHNOLOGY: INSTRUCTIONAL DESIGN

Procedures involved in the systematic design of instruction and training in education will be covered. Discussion will focus on computer-based training and interactive video, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
W. P Olivier

1520 H PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments. Use of computers for statistical data processing and analysis. Selected topics in quantitative research strategies, with emphasis on regression, tabulation, and analysis of variance.

Prerequisite: 1666F,S,H or permission of the instructor.
Staff (not offered in 1988/89)

1525 S THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.
S. Padro and *G. S. Tracz*

1531 S THE MICROCOMPUTER IS THE MEDIUM AND EDUCATION IS THE MESSAGE

We shall study the use and effects of computers in education from the simple assumption that computers are media of communication within the theoretical approach of Innis and McLuhan. A comparison of literacy, numeracy, and computer literacy will be made to determine the most effective and creative ways in which computers can be used in the classroom and other educational settings.
R. K. Logan

1551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)
Staff

1552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL (Pass/Fail)

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A project-oriented seminar concentrating on user interface design and implementation in educational computing. Emphasis will be on situations where the computer is used as a tool rather than as a delivery system.

Prerequisite: 1513F.
R. S. McLean

3501 F DECISION SUPPORT SYSTEMS IN EDUCATION

An examination of the application of computing/communications technologies that help educational decision-makers to solve ill-structured problems in various functional areas of their responsibilities. Emphasis will be given to the field of decision support systems – a growing field very much interdisciplinary in nature, drawing upon developments in database management, language processing, operations research and modelling, artificial intelligence, and cognitive psychology.

Prerequisite: 1503F,S,H, 1525S, or permission of the instructor.
G. S. Tracz

3502 F COMPUTER-SUPPORTED INTENTIONAL LEARNING ENVIRONMENTS

Computer-supported intentional learning environments have two principal objectives: *(a)* to upgrade the conceptual quality of what is learned; and *(b)* to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

3503 S EDUCATIONAL TECHNOLOGY: INTERACTIVE VIDEO/GRAPHICS

Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person-machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.

Prerequisite: 1500F,S,H, 1501F,S, or 1505F,S,H.
W. P. Olivier

3511 S COMPUTER-ASSISTED LANGUAGE INSTRUCTION: LEVEL II

A course emphasizing personal project work in designing applications of computers in language learning situations or in design and/or programming of tools to aid intentional language learning (first and second language).

Prerequisite: 1505F,S,H, 1511F, or permission of the instructor.
S. Churchill

3512 S INTELLIGENT TUTORING SYSTEMS AND MICROWORLDS

A research seminar dealing with the application of Artificial Intelligence (AI) techniques to the design of sophisticated computer-based instructional systems and learning environments. Topics include: an overview of AI, knowledge representation and utilization, student modelling and diagnosis, intelligent tutoring systems, computer coaches, and microworlds.

Prerequisite: 1507F,S,H (Non-Credit) or equivalent, plus at least two 1500-level courses in computer applications, or permission of the instructor.
R. S. Cohen

3517 S EVALUATION AND MICROCOMPUTER-BASED CURRICULUM MATERIALS

A critical examination of the role of evaluation in the development and selection of microcomputer-based curriculum materials. Includes both summative and formative aspects of evaluation, plus the importance of "side effects" evaluation. Consideration is also given to the role of software science and instructional design.

Prerequisite: 1517F,S,H or equivalent experience.
R. S. McLean and *R. G. Ragsdale*

3535 S SIMULATION MODELS OF COGNITION AND LEARNING

Information-processing models in the fields of problem-solving and decision-making. Cognition as a biological phenomenon. Mental models and simulation techniques. Computers, meaning, speech acts, and tools for conversation. Computer-supported cooperative work for group collaboration and organizational learning.
G. S. Tracz

3538 F,S,H SIMULATION AND GAMING FOR EDUCATIONAL DECISION-MAKING

The course consists of the study of simulation models and their use in educational decision-making and policy analysis. It includes simulation model design, development, and evaluation, with applications to both large- and small-scale systems. The opportunity to explore a number of computer-based simulation models will be provided.
S. Padro

3551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: DOCTORAL LEVEL

Description as for 1551F,S,H, but at the

doctoral level. (This course does not fulfil the purpose of 3552F,S,H, which is normally conducted on a tutorial basis.)
Staff

3552 F;S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL (Pass/Fail)

Description as for 1552F,S,H (Pass/Fail) but at the doctoral level.

3556 F,S,H RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION (Pass/Fail)

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, social implications, and advanced qualitative methods.
Staff

MEASUREMENT AND EVALUATION COURSES

1601 F,H DESCRIPTIVE STATISTICS (Non-Credit)

Students enrolling in courses 1610F,H, 1611F,S,H, or 1660F,S,H, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
M. D. Ellis and *A. Even,* Summer Session (first two weeks) and Regular Session (first five weeks)

1602 F ELEMENTARY MATRIX ALGEBRA (Non-Credit)

Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, singularity, linear dependence, trace, idempotent matrices, projection, rank, elementary matrices, reparameterization for linear statistical models, eigenvalues/eigenvectors, and canonical analysis.
Staff, Regular Session (first five weeks)

1610 F,H INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing, and the interpretation and application of test results. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; achievement, aptitude, and other types of measures; marks and marking systems; the evaluation program; recent developments.

Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
M. D. Ellis, A. Even, and *S. B. Khan*

1611 F,S,H EDUCATIONAL AND PSYCHOLOGICAL TESTING FOR COUNSELLING

A survey of standardized tests typically used by the guidance personnel in school, community college, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in the administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.

Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
S. A. Alvi and *S. B. Khan*

Note: Students may not take both 1610F,H and 1611F,S,H for credit in a degree program in this department.

1612 F,S,H AFFECTIVE ASSESSMENT IN EDUCATION

Nature of affective learning, objectives, measurement (self-report, observation, rating scales and checklists, indirect testing, and projective techniques), scoring techniques, reliability, validity, educational implications.
S. B. Khan

1613 F,S,H APPLIED PSYCHOMETRIC METHODS

Designed for students who have taken an introductory course in statistics, this course will acquaint them with some currently accepted psychometric techniques for constructing and validating psychological

measures. It will also provide experience in applying associated computer programs to realistic sets of data and in interpreting the resulting computer output.
R. E. Traub

1615 S,H TEST CONSTRUCTION
Development of educational and psychological measuring instruments. These will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.
M. D. Ellis and *M. W. Wahlstrom*

1619 F ALTERNATIVES TO QUANTITATIVE EVALUATION IN EDUCATION
This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focusses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with field work.
J. Weiss

1651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL
A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652F,S,H, which is normally conducted on a tutorial basis.)
Staff

1652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1659 F,S,H EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION
Issues in Ontario and beyond will be considered in the framework of program evaluation in education and human services. Approximately equal time will be given to quantitative and to qualitative approaches, from randomized field experiments to naturalistic evaluation in schools, social service agencies, and health services. The program evaluation process will be analysed from preparation of the evaluation agreement to presentation of the final report, giving attention to *Standards for Evaluation of Educational Programs, Projects and Materials*. Students without experience in program evaluation should take this course before taking course 3610, Evaluation Methodology and Theory.
L. D. McLean, H. H. Russell, and staff

1660 F,S,H INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION
While the general emphasis is on developing critical readers of research and of other evaluative educational literature, this course should also prove useful to students who intend to conduct research and prepare a dissertation, thesis, or major research paper.

Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, interpreting results, and the writing of research reports. Students may be required to conduct a small research project or to write a critial review of some segment of the educational research literature.

Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
M. D. Ellis and *A. Even*

1666 F,S,H ELEMENTS OF STATISTICS
Descriptive statistics, probability measure, random variable, expectation, probability distributions, sampling distributions, central limit theorem, hypothesis testing, inferences concerning mean, proportion, standard deviation for one- and two-sample problems, correlation, linear regression, and analysis of variance.
D. F. Burrill, G. Hanna, S. B. Khan, L. D. McLean, S. Nishisato, R. E. Traub, and staff

1670 Y MEASUREMENT THEORY AND ASSOCIATED DATA ANALYTIC TECHNIQUES

A full course required for students in the M.A./Ph.D. program in educational measurement. Topics covered: test theory (including classical test theory, generalizability theory), factor analysis (including exploratory and confirmatory factor analysis, item response theory), and scaling (including dual scaling, Thurstonian scaling, metric and nonmetric multidimensional scaling).

Prerequisites or corequisites: 1666F,S,H and 3666F,S,H.

S. Nishisato, R. E. Traub, and *R. G. Wolfe*

1680 F APPLIED SCALING
(Pass/Fail)

Practical treatments of popular scaling methods: dual scaling (optimum quantification and analysis of contingency tables, multiple choice, paired comparison, ranking, sorting and rating data), Thurstonian methods of paired comparison, rank-order and successive categories, conjoint scaling, unfolding technique, scalogram analysis, information-theoretic approach to scaling, Likert scaling, metric and nonmetric multidimensional scaling.

Prerequisite: 1666F,S,H or permission of the instructor.

S. Nishisato

3602 F ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis testing for unrestricted and restricted common-factor analysis, rotation methods, and factor-score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.

Staff

3605 H ADVANCED TEST THEORY

A seminar on recent advances in test theory.

Desirable background: 3666F,S,H.

R. E. Traub (offered in 1988/89 and in alternate years)

3608 F,S,H ADVANCED PERSONALITY MEASUREMENT

Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; situational versus trait theoretical models; personality change; moods and states; method variance and response styles; classification and typologies; clinical versus statistical prediction models.

Prerequisite: 3666F,S,H or equivalent, plus a course in personality theory.

Staff

3610 S EVALUATION METHODOLOGY AND THEORY

Examination of language and conceptions of evaluation with an emphasis on the rationales, procedures, and products of evaluative inquiry.

Prerequisite: Permission of the instructor.

J. Weiss

3621 F VISUAL TECHNIQUES OF EDUCATIONAL DATA ANALYSIS

Techniques of organizing and displaying educational data so as to permit some of the underlying structure to emerge and thus to inform conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval-scale data are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will apply the techniques mentioned to one or more sets of educational data of interest to them, thereby generating conjectures and/or testing hypotheses (as appropriate).

D. F. Burrill

3637 S ADVANCED SCALING THEORY

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, different approaches to individual-difference multidimensional scaling, and recent developments in scaling.

Prerequisite: 1602F (Non-Credit) and 1680F, or permission of the instructor.
S. Nishisato (offered in 1988/89 and in alternate years)

3651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL
Description as for 1651F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff

3652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL
Description as for 1652F,S,H, but at the doctoral level.

3660 F PRACTICUM IN RECENT EDUCATIONAL RESEARCH
Essentially a continuation of 1660F,S,H, this seminar is intended primarily for doctoral students in a number of departments. The main activity will be the cooperative critiquing and evaluation of recent research papers, ongoing projects, and research proposals. The content of the course will depend on the specific research interests and activities of the participants. The main goal of the program will be to improve the student's ability for critical appraisal of research articles, projects, and proposals. The course should be of interest to those who will be proposing a thesis or who recently have begun work on a thesis or major research report.

Prerequisite: 1660F,S,H or equivalent, or permission of the instructor.
A. Even

3666 F,S,H INTERMEDIATE STATISTICS AND RESEARCH DESIGN
Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.

Prerequisite: 1666F,S,H, or equivalent, or permission of the instructors.
D. F. Burrill and staff

3668 F MULTIVARIATE ANALYSIS WITH APPLICATIONS
Research issues in multivariate statistical procedures as applied to educational research data: linear structural equations models, components of variance and covariance, multivariate analysis of qualitative data, multilevel regression models, treatment of measurement and classification error.

Prerequisite: 1670Y and 3666F,S,H or permission of the instructor.
R. G. Wolfe (not offered in 1988/89 but in alternate years)

3672 Y ED.D. PRACTICUM IN EDUCATIONAL EVALUATION
Supervised experience in an area of field work, under the direction of faculty and field personnel. Examples of typical activities are developing an action project and/or acting as research assistant and advisor to educational bodies or agencies.

Arrangements for this practicum ordinarily are made in consultation with the student's Ed.D. thesis committee.
Staff (offered as required)

3673 H ADVANCED SEMINAR IN EVALUATION PROBLEMS
An advanced seminar dealing with practical considerations associated with the implementation of evaluation strategies in field settings. It is intended to draw extensively upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.

Prerequisite: 3610S or equivalent.
Staff (offered as required)

Note: Practicum 3672Y and Seminar 3673H may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.

3674 H ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.

Staff (not offered in 1988/89 but in alternate years)

The following courses might also be of special interest to students in Measurement, Evaluation, and Computer Applications:

Applied Psychology: 1205H

Curriculum: 1360F,S,H, 1363F,S,H

Sociology in Education

PHILIP R. D. CORRIGAN, *Ph.D. (Durham)*
Professor, and Chairperson of the Department until June 30, 1988
(applied sociology; historical sociology and cultural studies; state formation and policy; socialist construction; visual analysis; theories of social identity)

Graduate Studies Academic Secretary, to whom program inquiries for this department should be directed:
RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(children's culture; existentialism, phenomenology, and hermeneutics in the human sciences and education; photography as a research and communicative medium; interpretive foundations of illness and health)

Coordinator of Ed.D. program, to whom inquiries should be directed:
EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, cross-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labor market; applied social research and policy analysis; employment equity)

MARJORIE COHEN, *Ph.D. (York)*
Associate Professor
(economics and women's work; Canadian political economy; feminist theory; social change and public policy; economic development and women)

MARGRIT EICHLER, *Ph.D. (Duke)*
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist theory and methodology; changes in contemporary families and family policy; stratification)

MICHAEL FULLAN, *Ph.D. (Toronto)*
Professor, cross-appointed from the Faculty of Education, University of Toronto; Dean, Faculty of Education, University of Toronto
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

MADAN L. HANDA, *Ph.D. (London)*
Professor
(economics and the political economy of education; Marxist and Third World studies; multiculturalism; Gandhian thought; education and world peace)

JAMES L. HEAP, *Ph.D. (British Columbia)*
Associate Professor, cross-appointed to the Department of Sociology, University of Toronto
(social organization of literacy activities; collaborative computer writing; sociality and cognition; classroom discourse; ethnomethodology; qualitative methodology)

MONICA HELLER, *Ph.D. (California at Berkeley)*
Assistant Professor, cross-appointed from the Franco-Ontarian Centre
(Franco-Ontarian studies; ethnography of communication; sociology of language; bi/multi-lingualism and bi/multi-culturalism)

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Professor
(comparative political economy and education; ideology and consciousness in capitalist and socialist states; alternative social and educational futures)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor, cross-appointed from History and Philosophy of Education

MARY O'BRIEN, *Ph.D. (York)*
Professor
(feminist studies in education; political economy of education and the family; hegemony theory)

C. PAUL OLSON, *M.A. (Princeton)*
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation)

RUTH R. PIERSON, *Ph.D. (Yale)*
Associate Professor, cross-appointed from History and Philosophy of Education

DOROTHY E. SMITH, *Ph.D. (California at Berkeley)*
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)

W. GORDON WEST, *Ph.D. (Northwestern)*
Associate Professor, cross-appointed to the Centre of Criminology, University of Toronto
(critical ethnography; participatory research; comparative adolescence; delinquency, juvenile justice, and crimes of imperialism; revolutionary movements, ideology, and education in Latin America)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH

GEORGE E. BURNS, *Ed.D. (Toronto)*
Associate Professor, OISE Midnorthern Centre
(applied research; social inequities; phenomenology of planned change; policy, innovation, and change process analysis; school and community relations; school closure; French immersion implementation)

PROGRAMS OF SPECIALIZATION

This department offers programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. M.Ed. and M.A. studies may be pursued on a part-time basis.

The new M.Ed. degree program pertains to students commencing in the 1986 Summer Session and thereafter. (See pages 28 to 30.) In the Department of Sociology in Education the M.Ed. degree may be pursued under either Option II (eight half-courses and a research paper) or Option III (six half-courses and a thesis). Admission to Option III is based on a four-year undergraduate degree.

For the Ed.D. program, courses of study are arranged in consultation with the faculty advisor after admission; however, they must include 3996S.

The development of an individual program is the responsibility of each student. The department offers to students a variety of means of assistance in the articulation and focussing of intellectual concerns. These include: coursework in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; and the utilization of related courses in other graduate departments of the University of Toronto as well as within the Institute.

Ph.D. candidates commencing their program after July 1, 1986, are required to take a comprehensive examination at the end of their residence. *Please note* that the comprehensive examinations are scheduled yearly. Please consult departmental regulations.

RESEARCH FOCUSES

Currently, faculty and student research and interests offer differentiated approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five areas listed below. It must be stressed that these areas are flexible and interacting emphases rather than rigid enclaves.

FOCUS ON POLICY AND PRACTICE IN EDUCATION

Relevant courses: 1900, 1903, 1907 (not offered in 1988/89), 1926 (not offered in 1988/89; offered in Summer Session 1988), 1930, 1948, 1960, 1973, 1990, 3902 (not offered in 1988/89), 3903, 3911 (not offered in 1988/89), 3995 (not offered in 1988/89; offered in Summer Session 1988), 3996. A creative variety of approaches concerned with the interface between policy, practice, and research (e.g., policy analysis, program evaluation, planned change, organizational and community development, implications for practitioners). Faculty include: George Burns, Philip Corrigan, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, Paul Olson, and Dorothy Smith.

FOCUS ON POLITICAL ECONOMY OF EDUCATION

Relevant courses: 1904 (not offered in 1988/89; offered in Summer Session 1988), 1920, 1941 (not offered in 1988/89; offered in Summer Session 1988), 1950 (not offered in 1988/89), 1953, 1974, 3935, 3940, 3953 (not offered in 1988/89), 3954, 3995 (not offered in 1988/89; offered in Summer Session 1988). Theory and methodology of historical materialism; the impact of social class and gender on schooling, and schooling as a reproducer of gender and class; the impact of economic development and underdevelopment on education; the state and education; social crisis and educational reform; labor markets, the labor process, and skills training; women's labor and economic development; historical and contemporary Canadian issues. Faculty include: Marjorie Cohen, Philip Corrigan, Madan Handa, David Livingstone, Mary O'Brien, Dorothy Smith, Gordon West.

FOCUS ON EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE AND COGNITION

Relevant courses: 1917 (not offered in 1988/89), 1928, 1930, 1932, 1937 (not offered in 1988/89), 1939, 1987, 1996 (not offered in 1988/89), 3928, 3934 (not offered in 1988/89). Inquiry into the contemporary organization of knowing and knowledge from phenomenological, hermeneutics, Marxist, interpretive, and ethnomethodological perspectives. Faculty include: Philip Corrigan, James Heap, Dieter Misgeld, Ronald Silvers, and Dorothy Smith. (For further information consult the "Interdisciplinary Focuses" section of this Bulletin.)

FOCUS ON FEMINIST STUDIES AND GENDER RELATIONS IN EDUCATION

Relevant courses: 1907 (not offered in 1988/89), 1917 (not offered in 1988/89), 1972, 1973, 1974, 3972, 3974 (not offered in 1988/89). Gender studies in the family, school, and workforce; feminist theory and epistemology; feminist practice; gender, class, and cultural reproduction. Faculty include: Marjorie Cohen, Margrit Eichler, Mary O'Brien, Ruth Pierson, and Dorothy Smith, all of whom are associated with the OISE Centre for Women's Studies.

FOCUS ON CRITICAL PEDAGOGY AND CULTURAL STUDIES

The role of education in reproducing cultures, symbolic dominance, and social inequalities, and the potential of alternative teaching materials and strategies for overcoming oppressive conditions. Related courses are also offered in the departments of Curriculum and History and Philosophy of Education. (See "Interdisciplinary Focuses" section for a fuller description of all current members and courses.) Faculty include: Philip Corrigan, Madan Handa, Monica Heller, David Livingstone, Dieter Misgeld, Paul Olson, and Gordon West.

FOCUS ON COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

This focus is fully described in the Department of Adult Education section of this Bulletin. The basic core course is 1139, which is available for departmental credit to Sociology in Education students. Faculty include: Madan Handa, David Livingstone, and Gordon West.

GENERAL INFORMATION

New applicants should apply through the Office of Graduate Studies by February 1. If they wish to be considered for an OISE Graduate Assistantship, February 1 is also the deadline for receipt of that application. This department welcomes applicants with diverse but relevant backgrounds which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate or graduate equivalence for admission.

From time to time the department offers existing courses in an off-campus program. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the first and second terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference, both of which should be from university instructors, if at all possible. These are in addition to the general requirements for admissibility as outlined on pages 11 to 13 and 28 to 35. All incoming students without adequate preparation in sociology in education are strongly encouraged to commence their program by taking 1900.

Faculty liaison for part-time students is Mary O'Brien.

For information on the Ed.D. program in the Department of Sociology in Education, please contact Edward Harvey. The department strongly encourages prospective Ed.D. applicants to develop their methodological and theoretical competence during their master's programs.

Information and pre-enrolment materials for off-campus and on-campus courses to be offered in the 1988 Summer Session and the 1988/89 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

1900 F,S,H INTRODUCTION TO SOCIOLOGY IN EDUCATION

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
P. Olson, Regular Session (after hours) and *P. R. D. Corrigan,* Summer Session 1988

1903 F SOCIOLOGY OF MINORITY GROUPS, MULTICULTURALISM, AND POLICY-MAKING IN EDUCATION

This is a seminar course which emphasizes the development of analytical frameworks within which to review the relationship between education and cultural pluralism in contemporary Canadian society. Special attention will be paid to the concept of multiculturalism and related program development and policy-making issues. Topics to be covered include the education of anglophone and francophone minorities, native peoples, and immigrant groups with particular reference to language, curriculum, and teachers.
Staff, Regular Session (after hours; may be offered in 1988/89)

1904 S SOCIAL STRATIFICATION AND SCHOOL SYSTEMS

Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity and mobility in Canada and other industrial societies will be assessed.
D. W. Livingstone and *M. O'Brien,* Regular Session (alternate years; not offered in 1988/89); *D. W. Livingstone,* Summer Session 1988

1907 S CHANGES IN FAMILIES AND POLICY CONSEQUENCES FOR GOVERNMENT AND EDUCATION

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler, Regular Session (daytime; not offered in 1988/89)

1908 S SOCIETY AND SELF IN THE CLASSROOM

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
Staff, Regular Session (after hours)

1909 F PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
Staff, Regular Session (after hours; may be offered in 1988/89)

1910 S SOCIOLOGY AND THE WORKING TEACHER

This course will study the uses of sociological perspectives and techniques in the understanding of the work situation of teachers with regard to the social impact of selected social problems, such as declining enrolment, unemployment, teacher strikes, racial tension. The emphasis will be on the classroom situation, the school organization, and the social role of education.
P. Olson, Summer Session 1988

1917 F EDUCATION, GENDER RELATIONS, AND MASCULINITY

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop oriented.
P. R. D. Corrigan, Regular Session (not offered in 1988/89)

1920 F COMPARATIVE ADOLESCENCE: THE GLOBAL MEDIATION OF RACE, IMPERIALISM, CLASS, AND GENDER THROUGH AGE

An examination of various socialization theories with an emphasis upon individual agents of socialization inside and outside the school. Examples from pre-industrial, "underdeveloping," and Western societies (including Canada) will be used to explore the social determinations of adolescence in historical and cross-cultural perspective (e.g., gender distinctions, age-based legal statuses, economic and labor-market contexts, secondary and vocational schooling, youth subcultures).
W. G. West, Regular Session (after hours)

1926 F STUDENT DEVIANCE, RESISTANCE, AND EDUCATIONAL TRANSFORMATION

Theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure. Practical issues of typification, classroom order, streaming, and special education will be addressed.
W. G. West, Regular Session (not offered in 1988/89); *P. Olson,* Summer Session 1988

1928 F THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form – news, data, records, etc. – through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. E. Smith, Regular Session (daytime)

1929 S THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analysed, as well as the implications of parental involvement in the school for the social organization of the school.
Staff, Regular Session (after hours) and Summer Session 1988

1930 S SOCIOLOGY OF READING ACTIVITIES

This course will consider theories and assumptions about reading, reading activities, and tests in an effort to develop a sociological approach which accounts for both practical reasoning and classroom interaction as mediums through which reading is taught, learned, and evaluated.
J. L. Heap, Regular Session (after hours)

1932 F ETHNOMETHODOLOGY IN EDUCATION

The history, theory, and methodology of varieties of ethnomethodology will be covered, with a focus on studies of practical reasoning and activity organization in educational settings.
J. L. Heap, Regular Session (after hours)

1937 S SOCIOLOGY OF CHILDREN'S CULTURE

A study of the everyday activities of children, particularly within the school setting. The course focusses on the way children organize their activities and understand the world. Attention will be directed to the social interpretations of adults in their attempts to comprehend the actions of children and the way adults define children as a special group in society. The course will examine video and film recordings of children and adult–child conversations and will include the topic of children's art.
R. J. Silvers, Regular Session (not offered in 1988/89)

1939 F EXPLORING HUMAN UNDERSTANDING AND EDUCATION THROUGH VISUAL MEDIA

This course brings together the theoretical question of how photographs acquire interpretive meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers of their photographic essays; and the viewers' opportunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is a prerequisite for the course.
R. J. Silvers, Regular Session (after hours)

1941 S COMPARATIVE EDUCATION: THIRD WORLD EDUCATIONAL ALTERNATIVES

In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. Based on this pattern of response we can speak of a "Third World educational alternative" embedded in the

thought and practice of Gandhi, Mao, Nyerere, Freire, and Cabral, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education which has emerged as a part of the process of capitalist development.
M. L. Handa, Regular Session (offered alternately with 3954; not offered in 1988/89) and Summer Session 1988)

1942 F LANGUAGE, CULTURE, AND EDUCATION/LANGUE, CULTURE ET ÉDUCATION

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture, and learning in and out of schools. The first section of the course will concern the nature and origin of cultural differences in language use patterns and social interactional styles. The second section will concern the consequences of those differences for school performance, and the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula which account for such differences.

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller, Regular Session (after hours); in French in 1988/89. Session régulière (soirée) ; en français 1988/89 ; en anglais tous les deux ans

1948 F SOCIOLOGY OF RACE AND ETHNIC RELATIONS

This course will study selected sociological perspectives on race, racism, and ethnic relations, and will examine the usefulness of these approaches to the analysis of educational systems in multiracial societies such as Canada. Problems in theory-building in this area will be analysed, and attempts made to discover how similar but differentiated concepts such as race, ethnicity, and multiculturalism are utilized in sociological research in education and in the accumulation and interpretation of research data in this field.
M. L. Handa, Regular Session (after hours) and Summer Session 1988

1950 F MARXISM AND EDUCATION

The core course of the political economy of education focus which introduces the range of perspectives, methods, and concepts in Marxist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: state formation, critiques of classical political economy, class structure and class consciousness, the politics of reproduction, and women and class. Emphasis throughout will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.
P. R. D. Corrigan, M. L. Handa, D. W. Livingstone, M. O'Brien, and *D. E. Smith,* Regular Session (after hours; offered in alternate years; not offered in 1988/89)

1952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 F IDEOLOGY, PUBLIC OPINION, AND POLICY-MAKING IN EDUCATION

The course begins with a general analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns – including interview surveys, oral histories, and conscientization – are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-maker's decisions.
D. W. Livingstone, Regular Session (after hours)

1960 S INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
Staff, Regular Session (daytime)

1962 F SOCIOLOGICAL SURVEY RESEARCH METHODS IN EDUCATION

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
Staff, Regular Session (may be offered in 1988/89)

1970 F SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to historical sociological theory and its implications for studies in the sociology of education.
M. O'Brien, Regular Session (after hours)

1972 F EDUCATION AND THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

This course deals with the social relations of contemporary women and men, in the family, in the workplace, and in educational institutions. Questions of sex-role socialization, occupational inequities, comparative studies in child-rearing practices, and the impact of feminism on educational and sociological theory and practice will be among the topics of study, but the more specific content of the course will vary, as it will be taught at various times by different faculty involved in the departmental focus on feminist studies. This course is an acceptable prerequisite to 3972F.
M. Eichler, Regular Session (after hours); Staff, Summer Session 1988

1973 F WOMEN AND THE EDUCATIONAL SYSTEM

An examination of the impact of the changing situation of women in society on educational processes and curriculum. Emphasis will be placed on non-violent strategies of change in crucial areas of educational policies and the social construction of curriculum.
R. R. Pierson, Regular Session (after hours); Staff, Summer Session 1988

1974 F GENDER AND EDUCATION: SOCIOECONOMIC ISSUES

This course will examine gender and education as embedded in socioeconomic relations. Issues such as gender and class, the segregated labor force, family, women and the state, and women and development will be discussed in this context.
M. Cohen, Regular Session (daytime)

1976 F NON-SEXIST APPROACHES TO STRATIFICATION

This course starts with a critique of major theories of stratification in terms of their inability to adequately deal with women. Other problems are identified and

examined as well. Older as well as the most recent feminist critiques of stratification theories are considered, and the proposed solutions are critically examined. Finally, the course will identify elements necessary for developing a non-sexist theory of stratification.
M. Eichler, Regular Session (daytime)

1981 F,S,H INEQUALITY, AFFIRMATIVE ACTION, AND EDUCATIONAL SYSTEMS

Access to educational and employment opportunities continues to be characterized by structural inequity with considerable evidence of negative impacts for women, members of racial/ethnic minorities, and persons with disabilities. With the passing into law of Bill C-62, the Employment Equity Act, Canada enters the era of mandatory employment equity or affirmative action. This course will examine various implications of this new direction in public policy and analyse related patterns of social, economic, and educational change.
E. B. Harvey, Regular Session (after hours)

1984 F,S,H SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff, Regular Session

1987 F HEALTH, ILLNESS, AND KNOWLEDGE OF THE BODY: EDUCATION AND THE SELF-LEARNING PROCESSES

This course will examine the self-learning processes by which people identify and understand disease and health from within their experiences of conventional and alternative forms of medicine. It centres on laypersons' attempts to understand their illnesses, to rediscover their experience of health, and to arrive at a knowledge of their bodies. The course will emphasize biographical case studies, and will examine the communicative relationship between medical practitioners and patients. It will also look at the place of nutrition and ecology in problems of illness and prospects for health.
R. J. Silvers, Regular Session (after hours)

1988 F,S,H EDUCATION IN CONTEMPORARY THEORIES OF PEACE

Most recognize peace as the major issue of our time, although there is no commonly agreed conception of what is peace. A number of theoretical perspectives have emerged in recent years providing an analysis of how today's social orders work generating conflict and violence and how peace can be realized at different levels of social reality, from individual to global. The objective of the course is to cover selected theoretical perspectives with a special focus on the educational implications of each, both for making social peace and for living personal peace.
M. L. Handa, Regular Session (daytime; not offered in 1988/89)

1990 S APPLIED SOCIOLOGICAL FIELD RESEARCH IN EDUCATION

This course will provide practical training in a wide range of non-statistical research tools for policy-oriented research in education. The research tools include interviewing skills, the uses of observation and existing data, approaches to program evaluation, questionnaire development, how to organize research projects and write proposals, and strategies for developing effective research relationships with boards and agencies. This course is open to all students but is a required course for Ed.D. students.
Staff, Regular Session (after hours; not offered in 1988/89)

1996 S THE SOCIAL RELATIONS OF CULTURAL PRODUCTION IN SCHOOLS

An analysis of the social relations and structures in the school, and of their impact on: teaching, pedagogic work, curricula, and assessment; and learning, student work, and performance. These features and forms will be considered in the light of an applied sociology of cultural production in classroom settings.
P. R. D. Corrigan (not offered in 1988/89)

3902 F EDUCATIONAL SYSTEMS AND SOCIAL CHANGE

The changing relationship between education and other major institutions of Canadian society is examined for the period 1945–75. Specifically, attention is focussed on changing relationships between education and employment, education and equality of opportunity in society, education and social mobility, and education and changes in social attitudes and values. Some fundamental problems facing the future of education are also examined, including declining enrolments, surplus teaching staff, reduced government funding, and changing public attitudes toward the value of education.

E. B. Harvey, Regular Session (not offered in 1988/89)

3903 S MULTIRACIAL AND MULTICULTURAL EDUCATION IN COMPARATIVE PERSPECTIVE

This seminar course will analyse the theoretical and practical assumptions underlying contemporary policy and practice in multiracial and multicultural education. A variety of theoretical approaches and typologies will be identified and compared. Detailed consideration will be given to the implications of these discussions for current educational policy and practice in Canada.

M. Heller, Regular Session (after hours)

3911 F PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems and factors related to the implementation of educational and social programs. Implementation will also be studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class will be expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.

Staff (offered alternately with 1909F; not offered in 1988/89)

3927 S ISSUES IN EDUCATION, DEVIANCE, AND LEGITIMACY

A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research; etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.

W. G. West, Regular Session (daytime)

3928 S STUDIES IN THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is intended for students who are interested in mastering the social organization of knowledge as a method of inquiry. It deepens the consideration of ideology and explores the method of the social organization of knowledge with reference to relevant theory. The potentiality of the approach as a research strategy is developed and students are introduced to textual analysis as one major research procedure in the field.

Prerequisite: 1928F or permission of the instructor.

J. L. Heap, Regular Session (after hours)

3930 S INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

This course uses data from a variety of societies – both "developed" and "developing" – to identify factors which may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors which may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.

J. P. Farrell, Regular Session (after hours; not offered in 1988/89)

3934 F ANALYSING CLASSROOM DISCOURSE

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
J. L. Heap, Regular Session (after hours; not offered in 1988/89)

3935 F REVOLUTIONARY MOVEMENTS AND EDUCATION

A critical analysis of current and historical revolutionary movements with particular attention to their educational programs. The social composition, dominant interpretations of social conditions, objectives, strategies, and actual accomplishments of such movements will be compared. Particular attention will be given to the educational features of social movements in the current "transitional" societies (e.g., Poland, Cuba, China, Guinea-Bissau, Nicaragua) and those in advanced capitalist societies such as Canada, the U.S.A., France, and Italy.
W. G. West, Regular Session (after hours)

3940 S COMPARATIVE SOCIETIES: ECONOMIC CHANGE, THE STATE, AND SCHOOLING

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. Precapitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities postulated. Case-study materials will examine these relationships in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.
D. W. Livingstone, Regular Session (daytime)

3952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952F,S,H, but at the doctoral level.

3953 F CANADIAN POLITICAL ECONOMY AND EDUCATION

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
D. W. Livingstone, Regular Session (alternate years; not offered in 1988/89)

3954 F EDUCATIONAL AND ECONOMIC DEVELOPMENT IN THIRD WORLD COUNTRIES FROM A MARXIST PERSPECTIVE

The course will have a theoretical part and an applied part. In the theoretical part the focus will be on Marxist theories of underdevelopment and development and on how these theories differ from liberal theories, with special reference to the role of education. In the applied part, the students will be expected to analyse the educational system in a Third World country.
M. L. Handa, Regular Session (offered alternately with 1941S)

3967 F EDUCATION AND WORLD COMMUNITY: SOCIO-PSYCHOLOGICAL DIMENSIONS

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states – that is, violence as a resolution to social conflicts within and between nation states. The mass

media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation to efforts of community mobilization toward a global world community. Finally, efforts will be made to extend a peace paradigm as part of an educational effort to create a global world community based on peaceful means of social praxis.
M. L. Handa and *E. V. Sullivan,* Regular Session (daytime)

3970 S ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

The course reviews a series of selected paradigmatic models and their applications to education. Within these analytical frameworks the issue of how theory may be applied will be examined with special attention paid to questions of knowledge construction and of inequality (especially issues of race, class, and gender). The work will try to draw upon and expand the student's use of working theory to the development of future work, especially as it might relate to thesis work. Formulation of thesis topics and problems will be discussed, with the student's major working paper for the course to be formulated around the relationship of a chosen theory or theories to a problem of special interest to the student.
M. O'Brien, Regular Session (daytime)

3971 Y WOMEN, WORK, AND EDUCATION: PRODUCTION AND REPRODUCTION

The kind of work women perform and how it is valued by society are shaped by the complex interaction of sexual relations, cultural perceptions, economic conditions, and social action. This course will examine these issues in relation to the ideas about women's education and training and how these have been implemented over time. We will focus on three main themes as they relate to women's education: the relationship between domestic labor and other forms of labor; the nature of women's labor force participation and the theories that attempt to explain discrimination; and the effect of public policy and political movements on the conditions of female labor. The readings will be drawn from historical and contemporary literature with specific emphasis on conditions in Canada.
M. Cohen, Regular Session (daytime)

3972 S ADVANCED RESEARCH SEMINAR ON FEMINIST THEORY, METHODOLOGY, AND EDUCATION

This seminar will focus on current theoretical advances in the study of women and society, exploring feminist theory and methodology as they relate to education with emphasis on elaborating general criteria for a non-sexist methodology. A different area will be selected each year for intensive treatment.

Prerequisite: 1972F, 1973S, or permission of the instructor.
M. O'Brien, Regular Session (after hours)

3973 S EDUCATIONAL IMPLICATIONS IN CANADIAN ECONOMIC DEVELOPMENT

This course will examine the social problems that arise in an advanced industrial economy as a result of changes in the global economy. We will examine features such as the structural weaknesses of the Canadian economy; the problems of accommodating capital mobility; the tension between market and non-market issues; the impact of technological change; the rise of the service economy; the distribution of wealth and income; and the relationship between economic goals, public policy, and social needs. These issues will be examined in terms of labor requirements and the implications for education and training. There will be a particular focus on gender relations as they relate to economic issues.
M. Cohen, Regular Session (after hours)

3974 Y EDUCATION AND GENDER ROLE IN TRADITIONAL SOCIAL THOUGHT

The course will consist of an examination of the work of selected social thinkers such as Plato, Aristotle, Machiavelli, Rousseau, Hegel, and Marx. Attempts will be made to develop a theoretical base from which a systematic analysis of theories of the socialization of children in the private realm and the education of citizens in the public realm can be conducted, with special attention to gender-role differentiation.

Prerequisite: 1972F or 1973S.

M. O'Brien (not offered in 1988/89)

3980 S RESEARCH SEMINAR: PRACTICAL PROBLEMS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.

M. Cohen, Regular Session (daytime)

3984 F,S,H SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

Description as for 1984F,S,H, but at the doctoral level.

Staff, Regular Session

3995 F APPLIED SOCIOLOGY OF STATE FORMATION AND EDUCATIONAL POLICY

Theoretical and empirical studies which (1) situate comparatively the policy-making context of schooling systems and the educational features of state formation with a specific orientation to historical sociological methodologies; and (2) locate state formation within a wider context of social change. Recommended for all Ed.D. students; linked to 3996S.

P. R. D. Corrigan, Regular Session (after hours; not offered in 1988/89)

3996 S PRACTICUM IN SOCIOLOGY IN EDUCATION

To be used to develop theoretical and methodological sophistication in regard to each student's particular field project. The course is oriented to applied sociology, drawing upon previous coursework and methodologies, and will focus upon the contemporary educational policy context of schooling. Required for all Ed.D. students. Linked to 1990S and 3995F.

E. B. Harvey, Regular Session (after hours)

Note: The following courses might also be of special interest to students in Sociology in Education:

Adult Education: 1139 Introduction to Comparative, International, and Development Education.

Curriculum: 1304 Curriculum Specialization.

Higher Education: 3806 Case Studies in Comparative Higher Education.

History and Philosophy of Education: 1418 The Role of Education in Theories of Women's Emancipation: I; 1436 Ideology, Rationality, and Critical Consciousness: The Critical Theory of Society (not offered in 1988/89); 1483 Education and Philosophies of Peace and Non-Violence; 3418 The Role of Education in Theories of Women's Emancipation: II; 3447 Critical Theory as a Theory of Modernity and Education: I (not offered in 1988/89).

Special Education

PETER LINDSAY, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children)

Graduate Studies Academic Secretary:
DANIEL KEATING, *Ph.D. (Johns Hopkins)*
Professor
(cognitive processes in developmental and individual differences; gifted and talented children; critical thinking in adolescents)

Admission inquiries should be addressed to:
ANNE KEETON WILSON, *Ph.D. (Toronto)*
Associate Professor
(assessment of exceptional students; cognitive development and sociocultural factors in learning; policies and practices in special education delivery)

IAIN DAVIDSON, *Ph.D. (Toronto)*
Associate Professor
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children)

MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(development of intervention programs for culturally divergent and developmentally delayed children; paraprofessional outreach programs; relationship between nutrition and behavior disorders; Eastern holistic medicine)

ESTHER GEVA, *Ph.D. (Toronto)*
Assistant Professor, cross-appointed to Curriculum
(cognitive and linguistic processes in normally achieving and in learning disabled children; learning disabilities in second-language contexts; computer programming in diagnosis and remediation; research design and evaluation)

JOHN R. KERSHNER, *Ph.D. (Toronto)*
Professor
(neuropsychology of learning disabilities and brain–behavior relationships; hemispheric specialization and the control of attention in information processing; research design and evaluation)

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor, cross-appointed to Applied Psychology, and Coordinator, OISE Psychoeducational Clinic
(microcomputer applications in education and assessment; learning disabilities in adults; instructional systems design; journal writing and reflection)

CAROL R. MUSSELMAN, *Ph.D. (Michigan)*
Associate Professor
(hearing impairment; program evaluation; communication disorders; acceptance of exceptional persons)

LINDA SIEGEL, *Ph.D. (Yale)*
Professor, and Executive Head of Graduate Studies, OISE
(the study of cognitive processes in learning disabled children; the early detection of learning disabilities; issues in psychoeducational assessment)

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor
(principles of educational assessment; cognitive education and modifiability; issues in special education; alternative special education service and delivery models)

JUDITH WIENER, *Ph.D. (Michigan)*
Associate Professor
(social skill development in learning disabled children and adolescents;

translation of assessment results into programming; the consulting process)

ASSOCIATED INSTRUCTORS:

THOMAS W. HUMPHRIES, *Ph.D. (Northwestern)*
Psychological Director, Learning Evaluation Unit, Child Development Clinic, Division of Neurology, Hospital for Sick Children, Toronto

GEORGE KARLAN, *Ph.D. (Kansas)*
Associate Professor, Special Education Section, Department of Education, Purdue University

MARY KONSTANTAREAS, *Ph.D. (Toronto)*
Director of Research, Child and Family Studies Centre, Clarke Institute of Psychiatry; Associate Professor, Department of Psychology, University of Toronto

JOANNE ROVET, *Ph.D. (Toronto)*
Assistant Professor of Paediatrics, University of Toronto; Research Psychologist, Hospital for Sick Children, Toronto

SANDRA SHINER, *Ph.D. (Toronto)*
Counselling and curriculum specialist

LYNN STOLL-SWITZER, *Ph.D. (Miami)*
Counselling, curriculum, and learning specialist

W. LAWRENCE WILLIAMS, *Ph.D. (Manitoba)*
Director, Behaviour Management Program, Surrey Place Centre, Toronto

CONFIDENTIALITY OF STUDENT FILES

Students of the Department of Special Education have access to their own personal files in the department. All letters of reference about a student applying for admission to the department may be seen by that student unless the external agency or individual referees request otherwise.

The procedure of gaining access to the file is to request an appointment with the faculty advisor, who will screen the file to eliminate confidential material from external sources and review the file with the student.

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Ph.D. program requires two years of full-time study; the Ed.D. program requires one year of full-time study plus several years of part-time study; the M.A. and M.Ed. programs may be taken on a part- or full-time basis. Students planning to undertake a full-time M.Ed. degree program should note that the equivalent of at least one regular session and two summer sessions are required for completion.

Students who have an Ontario Teacher's Certificate will find many courses in the Department of Special Education which have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. As the Ministry of Education is currently revising the list of equivalent courses, students should consult their faculty advisors regarding courses acceptable for Part I and Part II.

All of the programs in the department have the dual objectives of broadening the student's general background in special education and developing specialized knowledge in at least one area of concentrated study. The programs are not designed to provide methods courses with regard to particular types of exceptionality.

Note on Admissions Procedures: The department requires that applications for admission include a *detailed* statement from applicants regarding their background, career goals, and expectations from the program. Also required are two professional and two academic letters of reference. An applicant's file must be complete before it can be reviewed by the department. Applicants are advised to check with either the Office of Graduate Studies or the department to ensure that their file is complete. Additional guidelines regarding applications as well as the department's specific criteria for admission are available from the department.

ORGANIZATION OF MASTER'S DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in four core areas:

(a) current issues in special education,

(b) assessment and programming for exceptional students,

(c) interpretation of research in special education,

(d) analysis of special education practice (with associated individual field experience).

In practice, this proficiency usually requires students to take 1280 Exceptional Children and Youth, and 1293 Interpretation of Research in Special Education, as the *first* two courses in the department, followed by 1292 Educational Assessment and Programming and 1288 Seminar and Field Experience in Special Education.

Students should also begin the field experience associated with 1288 as soon as they enter the department, and plan to take the seminars at appropriate times. They should discuss the course and the field experience with the instructor as soon as possible. Students requesting exemption from core requirements on the grounds of equivalent background should consult their faculty advisor regarding procedures.

Students, in consultation with their faculty advisor, must include at least four half-courses in their program from the Department of Special Education. The remaining courses may be chosen from other departments of OISE or from other graduate departments at the University of Toronto. Students are also encouraged to participate in colloquia and informal research meetings organized by the department.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the education system. Under exceptional circumstances, however, students without a teaching background may also enrol in this program.

Students enrolling in the M.Ed. program are usually expected to have some undergraduate coursework in areas relevant to the helping professions. If this is not the case, two appropriate courses will usually be required as part of the regular degree program. The particular courses will be decided in consultation with the faculty advisor.

The new M.Ed. degree program pertains to students commencing in the 1986 Summer Session and thereafter. (See pages 29 to 30.) In the Department of Special Education the M.Ed. degree is pursued under Option I (ten half-courses and a comprehensive requirement). Four of the courses will be devoted to the core areas described previously. The following two courses are strongly recommended: 1274 Research Planning in Special Education and 1295 Individual Reading and Research in Special Education: Master's Level. These courses are designed to assist students in the preparation of a Comprehensive Paper (CP). The CP meets the comprehensive examination requirement.

Students will choose their instructor of 1295 on the basis of a match between their professional interests and those of the instructor. The CP will be directed by the faculty member teaching 1295. Possible CP formats include: extensive analytical reviews of significant literature, research proposals, pilot empirical studies, empirical studies, evaluation research (programs or curricula), in-depth single case or policy analyses, curriculum materials development, professional development programs, and parent education workshops.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Arts program, which may be undertaken on a full- or part-time basis, is designed for students who wish to pursue either a research career or a professional career in clinical work with exceptional persons in a wide variety of settings. The usual entrance requirement is a four-year B.A. degree in a relevant social or behavioral science or a helping profession such as speech pathology, social work, physiotherapy, nursing, occupational therapy. Those with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to the one-year M.A. program.

The M.A. program consists of six half-courses and a thesis. The program must include four half-courses in the Department of Special Education encompassing those core areas described above. In addition students are recommended to take two courses, 1274 Research Planning in Special Education and 1295 Individual Reading and Research in Special Education: Master's Level, to assist in the preparation of a master's thesis. Students will choose the instructor of 1295 on the basis of a match between their interests and those of the instructor.

The master's thesis will be directed by a committee of two faculty members, one of whom teaches the selected section of 1295. The master's thesis is a formal research project that differs from the CP in scope, amount of time expected, and depth of analysis (theoretical or statistical). Thesis topics are often developed through course and seminar discussions, through informal discussions with faculty, or through student involvement in ongoing faculty research. The completed M.A. thesis must be presented at a departmental seminar.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ed.D. program in Special Education is intended primarily for educators who have demonstrated their practical capabilities in special education, and who intend to continue their professional careers as field-oriented leaders in this area. Students with the M.Ed. degree who wish to proceed to doctoral studies in Special Education will ordinarily be considered for admission to the Ed.D. program. Students who wish to proceed to the Ph.D. degree should ordinarily have the M.A. degree. An A− average is required for doctoral admission.

Students applying to the Ed.D. program are required to submit their master's thesis or to complete a Qualifying Research Paper (QRP) prior to registration in the program. Students who intend to apply for doctoral study and who have not fulfilled the QRP requirement should contact the Graduate Studies Academic Secretary in the department as soon as possible. The very latest this contact should be made is at the time of formal application for admission to the program. Designed to assist in the completion of this requirement is the sequence of courses 1274 Research Planning in Special Education and 1295 Individual Reading and Research in Special Education: Master's Level.

Applicants who do not have a background in elementary statistics or in research design may be required to demonstrate that they have developed skills in these areas by taking additional master's-level coursework prior to admission to the doctoral program.

The degree program will consist of a minimum of eight half-courses and a doctoral thesis. In addition, candidates will undertake short internships in three of the following areas: clinical work, administration, teacher education, and curriculum development. Exemptions in up to two of the three will be possible for exceptionally experienced candidates. Candidates are required to take most of their courses on a part-time basis prior to their year of residence.

As part of the program, students will be required to take at least four half-courses in the Department of Special Education including 3280 Seminar Reviewing

Research Activities in Special Education and one methods course related to their thesis, usually a course in intermediate statistics.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. program in Education with specialization in Special Education is designed for those who wish to pursue a career in university teaching and research, or other positions that require leadership skills in research and evaluation. The program for such students emphasizes the knowledge in the several disciplines relevant to special education, theory building, relating theory to practice, and research skills. Such a course of studies might combine special education courses with courses in psychology, psychiatry, sociology, etc. Ph.D. students may or may not have a background in elementary or secondary school teaching.

Students applying for the Ph.D. program will usually have completed the M.A. program in Special Education and have completed a thesis. An A− average is required for doctoral admission. Students who have not completed a master's thesis must complete a Qualifying Research Paper (QRP) as a condition of their acceptance into the program. The QRP must demonstrate the student's ability to conduct original research, and must conform to the formal style and standards of a master's thesis. See description of QRP in the Doctor of Education section for more detail.

General requirements for the Ph.D. program and the doctoral thesis are described on pages 34 to 36.

Students will be expected to take at least four half-courses in the Department of Special Education, including 3280 Seminar Reviewing Research Activities in Special Education. Students commencing the Ph.D. program after July 1, 1986, will be required to take a comprehensive examination. For details consult the faculty advisor.

Students who do not have sufficient statistical and research background will be required to take additional courses in the doctoral program.

Other coursework will involve a broad study in special education devised in consultation between student and faculty advisor. Such a program will typically involve two or three half-courses in another department within OISE and one appropriate full course in another graduate department of the University of Toronto.

COURSES

A course is identified with this department when the first three digits in the course number are 127, 128, 129, 327, 328, or 329. Most of the courses listed below will be offered in the evening from 5:30 to 8:30 p.m.

1274 F,S,H RESEARCH PLANNING IN SPECIAL EDUCATION

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in special education.
J. R. Kershner, P. Lindsay, R. B. MacIntyre, C. R. Musselman, and *L. Siegel,* Regular Session and Summer Session

1275 S MICROCOMPUTERS IN SPECIAL EDUCATION

This course is designed to provide special educators with the skills necessary to do a systematic assessment of the potential of computers as an instructional assistant in a special education classroom or resource room. During the course, both the special hardware and software available for working with exceptional students will be demonstrated and evaluated. The course will examine exemplary software in both the language arts and the mathematics curriculum as well as selected topics in special areas depending on student interest, e.g., the learning disabled and the hearing

impaired. The course is suitable for people who are using or who are planning to use computers in their classrooms.
P. Lindsay, Regular Session; Staff, Summer Session

1280 F,S,H EXCEPTIONAL CHILDREN AND YOUTH
A critical analysis of current issues related to special education philosophy, practice, and administration.

For Special Education students only. Others by permission of instructors.
C. R. Musselman, H. Silverman, and *A. K. Wilson,* Regular Session and Summer Session

1281 F,S,H THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER
The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counselling.
M. Garber, R. B. MacIntyre, and staff, Summer Session and Regular Session (offered as required)

1282 F,S,H THE PHYSICALLY HANDICAPPED: THE DEAF
The psychology of deafness and hearing impairment in children and adolescents; curriculum adaptations; instructional methods; language and communication; educational programs in school, hospital, and the home; counselling for parents and pupils.
C. R. Musselman, Regular Session (offered as required)

1283 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED: PART I
The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating and *S. Shiner,* Regular Session and Summer Session

1284 F,S,H BEHAVIOR DISORDERS IN RELATION TO EDUCATION
Behavior disorders in children and young people. The diagnostic process; constitutional and social factors involved; current treatment procedures will be emphasized. Lectures, case presentations, demonstrations, and readings.
M. Garber and *J. Wiener,* Summer Session and Regular Session

1285 F,S,H CHILDREN WITH LEARNING DISABILITIES
Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
T. W. Humphries, L. Siegel, and *A. K. Wilson,* Regular Session and Summer Session

1286 F,S,H APPROACHES TO THE TEACHING OF LEARNING DISABLED STUDENTS IN SECONDARY SCHOOLS
A critical evaluation of the approaches which are typically employed in the education of learning disabled students in secondary schools. Discussion of current research findings pertaining to these programs and a consideration of teaching alternatives.
J. Wiener, Regular Session

1287 F,S,H APPROACHES TO THE COUNSELLING AND GUIDANCE OF EXCEPTIONAL CHILDREN AND THEIR PARENTS
This course will consider the literature on the problems experienced by exceptional children and their parents arising from the exceptionality itself, including problems surrounding the diagnostic process, home care and management of the child, the child's developing awareness of his or her differentness, and planning for the future. Various approaches to counselling will be studied as well as methods of service delivery.
R. B. MacIntyre and *L. Stoll-Switzer,* Regular Session

1288 F,S,H SEMINAR AND FIELD EXPERIENCE IN SPECIAL EDUCATION
This course attempts to broaden the experiential basis of students' understanding of

special education and their skills in analysing work done with exceptional children, especially in schools. Students should consult with the course instructor when arranging their degree program at the time of registration (or earlier if they wish).
I. Davidson, Summer Session and Regular Session

1289 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED: PART II

Analysis of specific teaching strategies for the gifted. Theoretical and practical experience in areas of counselling gifted students and their parents.

Prerequisite: 1283F,S,H or permission of the instructor.
D. Keating and *S. Shiner,* Regular Session

1290 F,S,H PSYCHOLOGY AND EDUCATION OF AUTISTIC CHILDREN

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
M. Konstantareas, Regular Session

1291 F,S,H SPECIAL TOPICS IN SPECIAL EDUCATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of specific areas of special education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1295F,S,H, which is normally conducted on a tutorial basis.)
Staff

1292 F,S,H EDUCATIONAL ASSESSMENT AND PROGRAMMING

This course aims to bring students to an understanding of various notions of educational assessment and its relation to programming. The function of assessment and programming in the work of teachers of exceptional children will be the focus. Emphasis is placed on critical analysis of assessment procedures including tests and written reports, on developing a clear theoretical framework on which to base criteria for sound procedures, and on the procedures themselves. The course does not attempt to teach students how to administer psychological tests. A practicum component is generally included.
I. Davidson, T. W. Humphries, R. B. MacIntyre, H. Silverman, J. Wiener, and *A. K. Wilson,* Summer Session and Regular Session

1293 F,S,H INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

Introductory course in the critical evaluation of reports in special education, and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in special education, and the importance of theory development in both basic and applied research.
E. Geva, J. R. Kershner, P. Lindsay, R. B. MacIntyre, C. R. Musselman, and *L. Siegel,* Summer Session and Regular Session

1294 F,S,H CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

Analysis and development of instructional materials and strategies for teaching exceptional children and adolescents. Various approaches are explored: e.g., top-down, bottom-up, and interactive approaches to reading; remediation and compensation for handicaps; learning strategies; and life skills. Emphasis is given to the development of curricula which can be applied in practical situations.

Prerequisite: 1292F,S,H or permission of the instructor.
R. B. MacIntyre and *J. Wiener,* Summer Session and Regular Session

1295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a faculty member, focussing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the Comprehensive Paper require-

ment is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

1296 F,S,H THE DIAGNOSIS OF READING DIFFICULTIES AND THE DESIGN OF REMEDIAL READING ACTIVITIES

The purpose of the course is to meet the regular classroom teacher's needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.
Staff, Regular Session

1297 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING: INTERMEDIATE LEVEL

The focus of this course will be upon skill development in the area of psychoeducational assessment. Course content will include the administration of standardized intelligence tests and achievement tests, as well as other standardized tests and rating scales. A heavy experiential component will be included.

Prerequisite: 1292F,S,H.
I. Davidson, T. W. Humphries, and *R. B. MacIntyre,* Regular Session

1298 F,S,H ISSUES IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN

This course will focus on two areas: *(a)* providing students with an overview of issues central to the education of visually handicapped children, along with practical experience ranging from visits to schools, classes, and agencies to individual work with visually handicapped children; *(b)* developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.
I. Davidson, Regular Session

1299 F,S,H THE EDUCATIONAL IMPLICATIONS OF LANGUAGE AND COMMUNICATION DISORDERS

This course will cover atypical patterns of language acquisition in children with language delay, including those who are retarded, deaf, autistic, and learning disabled. The focus will be on the acquisition of a primary system of communication rather than literacy, and will cover alternatives to spoken language, such as sign and blissymbolics. Various approaches to teaching language will be examined for their appropriateness to different types of language problems.
C. R. Musselman, Summer Session and Regular Session

3280 F,S,H SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretations of research relevant to the student's doctoral thesis.

Prerequisite: Permission of the instructor.
J. R. Kershner, Regular Session

3283 F,S,H RESEARCH SEMINAR: PSYCHOLOGY AND EDUCATION OF THE GIFTED

Critical analysis of research and theory on the nature, development, and education of gifted children. The course will focus on basic research and theory in psychology and education, rather than on direct applications.

Prerequisite: Permission of the instructor.
D. Keating, Regular Session

3286 F,S,H NEUROPSYCHOLOGY OF LEARNING DISABILITY

An introduction to the theoretical foundations of cerebral hemisphere asymmetries. The main purpose is to clarify current theoretical issues. Implications for learning disability will be emphasized. The course will focus on basic research and theory, rather than applied issues.
J. R. Kershner, Regular Session

3292 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING: ADVANCED LEVEL

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, the area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal. The course includes a variety of procedures such as testing and interviewing, and places assessment procedures in the educational context.

Prerequisite: Permission of the instructors.

R. B. MacIntyre and *L. Siegel,* Regular Session

3295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a faculty member, focussing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

Staff, Regular Session and Summer Session

3296 F PROSEMINAR IN SPECIAL EDUCATION

This course provides in-depth study of special topics in special education, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of the education of exceptional children.

H. Silverman, Regular Session

3298 F,S,H SPECIAL TOPICS IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1291F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3295F,S,H, which is normally conducted on a tutorial basis.)

Staff

Academic Staff

(As of January 1, 1988)
ABBEY, DAVID S., *Applied Psychology*
AITKEN, JOHAN L., *Curriculum*
ALEXANDER, WILLIAM E., *Adult Education*
ALLEN, J. PATRICK B., *Curriculum*
ALVI, SABIR A., *Applied Psychology*
ASTINGTON, JANET W., *Applied Psychology*
BARNES, ROSEMARY A.*, *Applied Psychology*
BECK, CLIVE M., *History and Philosophy of Education*
BEREITER, CARL, *Applied Psychology*
BERK, LEONARD, *Curriculum*
BERNHARDT, ELIZABETH*, *Curriculum*
BHARGAVA, RAGHU P.*, *Measurement, Evaluation, and Computer Applications*
BIEMILLER, ANDREW J., *Applied Psychology*
BOGDAN, DEANNE, *History and Philosophy of Education*
BOOTH, DAVID*, *Curriculum*
BOYD, DWIGHT R., *History and Philosophy of Education*
BRAY, RUTH M.*, *Applied Psychology*
BREHAUT, WILLARD, *History and Philosophy of Education*
BROWN, ALAN F., *Educational Administration*
BRUNDAGE, DONALD H., *Adult Education*
BURNABY, BARBARA J., *Adult Education*
BURNS, GEORGE E., *Sociology in Education*
BURRILL, DONALD F., *Measurement, Evaluation, and Computer Applications*
CANALE, MICHAEL, *Curriculum*
CAPLAN, PAULA J., *Applied Psychology*
CARROLL, SUSANNE, *Curriculum*
CASE, ROBBIE, *Applied Psychology*
CAZABON, BENOIT, *Curriculum*
CHRISTENSEN, CLIFFORD M., *Applied Psychology*
CHURCHILL, STACY, *Measurement, Evaluation, and Computer Applications*
COHEN, MARJORIE, *Sociology in Education*
COHEN, RINA S., *Measurement, Evaluation, and Computer Applications*
COLE, ESTER*, *Applied Psychology*
CONNELLY, F. MICHAEL, *Curriculum*
CORRIGAN, PHILIP R. D., *Sociology in Education*
COURTNEY, RICHARD, *Curriculum*
CUMMINS, JAMES P., *Curriculum*
DARROCH-LOZOWSKI, VIVIAN, *Applied Psychology*
DAVIDSON, IAIN, *Special Education*
DAVIE, LYNN E., *Adult Education*
DAVIS, JOHN E., *Educational Administration*
DRAPER, JAMES A., *Adult Education*
EICHLER, MARGRIT, *Sociology in Education*
EISENBERG, JOHN A., *History and Philosophy of Education*
ELLIS, M. DORMER, *Adult Education*
EVANS, PETER J., *Measurement, Evaluation, and Computer Applications*
EVEN, ALEXANDER, *Measurement, Evaluation, and Computer Applications*
FARRELL, JOSEPH P., *Adult Education*
FINEGOLD, MENACHEM*, *Curriculum*
FULLAN, MICHAEL, *Sociology in Education*
GALLOWAY, PRISCILLA*, *Curriculum*
GAMLIN, PETER, *Applied Psychology*
GARBER, MALCOLM, *Special Education*
GEIS, GEORGE L., *Higher Education*
GEVA, ESTHER, *Special Education*
GOLDSTEIN, HARVEY*, *Measurement, Evaluation, and Computer Applications*
GREENFIELD, THOMAS B., *Educational Administration*
GRIFFIN, VIRGINIA R., *Adult Education*
GUTTMAN, MARY ALICE, *Applied Psychology*
HANDA, MADAN L., *Sociology in Education*
HANNA, GILA*, *Measurement, Evaluation, and Computer Applications*
HANNAY, LYNNE, *Curriculum*
HANSEN, BERTRAND L., *Higher Education*

HARASIM, LINDA*, *Measurement, Evaluation, and Computer Applications*

HARGREAVES, ANDREW, *Educational Administration*

HARLEY, BIRGIT, *Curriculum*

HARRIS, ROBIN S.*, *Higher Education*

HARVEY, EDWARD B., *Sociology in Education*

HAYHOE, RUTH E. S., *Higher Education*

HEAP, JAMES L., *Sociology in Education*

HELLER, MONICA, *Sociology in Education*

HENDERSON, KENT, *Applied Psychology*

HICKCOX, EDWARD S., *Educational Administration*

HILDYARD, ANGELA, *Higher Education*

HOLLAND, JOHN W., *Higher Education*

HOLMES, MARK, *Educational Administration*

HOUSE, JOHN H., *Educational Administration*

HUMPHREYS, EDWARD H., *Educational Administration*

HUMPHRIES, THOMAS W.*, *Special Education*

HUNT, DAVID, *Applied Psychology*

IRONSIDE, DIANA J., *Adult Education*

JOSEFOWITZ, NINA*, *Applied Psychology*

KARLAN, GEORGE E.*, *Special Education*

KEATING, DANIEL, *Special Education*

KEMERER, RICHARD*, *Measurement, Evaluation, and Computer Applications*

KERSHNER, JOHN R., *Special Education*

KHAN, SAR B., *Measurement, Evaluation, and Computer Applications*

KILBOURN, BRENT S., *Curriculum*

KONSTANTAREAS, MARY*, *Special Education*

KUZMICH, NATALIE*, *Curriculum*

LANG, DANIEL W.*, *Higher Education*

LAPKIN, SHARON, *Curriculum*

LAWTON, STEPHEN B., *Educational Administration*

LEITHWOOD, KENNETH A., *Educational Administration*

LERNER, PAUL*, *Applied Psychology*

LEVIN, MALCOLM A., *History and Philosophy of Education*

LEVINE, DAVID, *History and Philosophy of Education*

LINDSAY, PETER, *Special Education*

LIVINGSTONE, DAVID W., *Sociology in Education*

LOGAN, ROBERT K., *Measurement, Evaluation, and Computer Applications*

LOVE, RHONDA*, *Applied Psychology*

MACINTYRE, ROBERT B., *Special Education*

MAYER, HANNA*, *Measurement, Evaluation, and Computer Applications*

MCDIARMID, GARNET L., *Curriculum*

MCINNES, JOHN*, *Curriculum*

MCLEAN, LESLIE D., *Measurement, Evaluation, and Computer Applications*

MCLEAN, ROBERT S., *Measurement, Evaluation, and Computer Applications*

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MIEZITIS, SOLVEIGA, *Applied Psychology*

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Please address inquiries concerning graduate studies in education to:

Office of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario,
Canada M5S 1V6

Cable address: OISETOR
Telephone: 923-6641

OISE
BULLETIN 1989/90

raduate Degrees in Education
niversity of Toronto/The Ontario Institute
or Studies in Education

OISE

OISE Bulletin
1989/1990

Graduate Degrees in Education
University of Toronto/The Ontario Institute for Studies in Education

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All inquiries should be addressed to the Registrar, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.

Students should bring this Bulletin when they register. No assurance can be given that additional copies will be available at that time.

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1. The Bulletin of the Institute is published some months before the opening of the Session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make necessary changes.

2. Applications/Admissions

(a) The deadline for submitting application forms is February 1, 1989, for the 1989/90 Regular Session. While applications will be received after this date, no guarantee of admission to either degree programs or courses can be made.

(b) The Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal admission requirements.

3. The Institute reserves the right to limit the number of registrants in any course of instruction described in this Bulletin in circumstances where the number of qualified applicants for a course exceeds the teaching resources available to the Faculty.

4. All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies. Applicants and students are advised to consult the School of Graduate Studies Calendar.

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1989	
February 1	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1989 Summer Session or the 1989/90 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 1	Final date for submitting application for Graduate Assistantship (for full-time study only)
March 1	Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time
March 2	Final date for withdrawing from second term and full year courses without academic penalty
March 13–23	Midwinter break in the Ontario school system (no OISE classes scheduled)
March 24	Good Friday (offices closed, classes rescheduled)
March 27	Easter Monday (offices closed, classes rescheduled)
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 13	Prior to this date pre-enrolment forms must be submitted for continuing students for both Summer Session and Regular Session (first and second term). While pre-enrolment forms will be received after this, maximum enrolment may be reached in some courses well before this date
April 14	Last day of lectures, Regular Session
April 17, 18	Course examinations, Regular Session
April 20*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
April 27†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1988/89 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)
May 20	Final deadline for SDF designation for 1988/89 first term courses to be changed to a regular grade or a failure
May 22	Victoria Day (offices closed)
June	Spring Convocation (to be announced)
July 1	Canada Day (offices closed)
July 3	Offices closed in lieu of Canada Day

July 4	First day of lectures, Summer Session
July 4, 5	Summer Session registration
July 15	Deadline for course changes in Summer Session
August 7	Civic Holiday (offices closed, classes rescheduled)
August 11	Last day of lectures, Summer Session
August 14, 15	Course examinations, Summer Session
September 4	Labour Day (offices closed)
September 6–8	Regular Session registration (full-time students only) 10:30 a.m.–12 noon and 2:30 p.m.–4 p.m. Also 10:30 a.m.–12 noon and 2 p.m.–3 p.m. between September 11 and September 15
September 11	Lectures begin
September 11–14	Regular Session registration (part-time students only) 3:30 p.m.–5:30 p.m.
September 15	After this date a late registration fee will be assessed
September 30*	Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Fall Convocation
September 30	Grade submission date for 1989 Summer Session courses. (Grades will be mailed to students toward the end of October)
September 30	Final deadline for SDF designation for 1988/89 second term and full year courses to be changed to a regular grade or a failure
October 3*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis title and supervisor
October 6†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation
October 9	Thanksgiving Day (offices closed, classes rescheduled)
October 13	Final date for changing first term and full year courses
October 13	Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn
November	Fall Convocation (to be announced)
November 10	Final date for withdrawing from first term courses without academic penalty
December 8	Last day of lectures of first term courses
December 11, 12	Examinations in courses completed in the first term of the Regular Session

1990

January 8	Lectures for the second term of the Regular Session begin
January 12	Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed
January 15	Balance of required fees due without further notice

January 20	Grade submission date for 1989/90 first term courses. (Grades will be mailed to students in mid-February)
January 20	Final deadline for SDF designation for 1989 Summer Session courses to be changed to a regular grade or a failure
January 20*	Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 20*	Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council
January 26	Final date for registration for students beginning programs in second term
January 26	Final date for changing second term courses
January 31†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council
February 1	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1990 Summer Session or the 1990/91 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 1	Final date for submitting application for Graduate Assistantship (for full-time study only)
March 1	Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time
March 2	Final date for withdrawing from second term and full year courses without academic penalty
March 12–16	Midwinter break in the Ontario school system (no OISE classes scheduled)
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 12	Last day of lectures, Regular Session
April 13	Good Friday (offices closed, classes rescheduled)
April 13	Prior to this date pre-enrolment forms must be submitted for continuing students for both Summer Session and Regular Session. While pre-enrolment forms will be received after this, maximum enrolment may be reached in some courses well before this date
April 16	Easter Monday (offices closed, classes rescheduled)
April 17, 18	Course examinations, Regular Session
April 20*	Final date for submitting appropriate documentation for M.A. and M.Ed.

	degrees to be awarded at Spring Convocation
April 27†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1989/90 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)
May 20	Final deadline for SDF designation for 1988/89 first term courses to be changed to a regular grade or a failure
May 21	Victoria Day (offices closed)
June	Spring Convocation (to be announced)

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* The information must be submitted to the Office of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

† Arrangements must be made through the Office of Graduate Studies, OISE, at least seven weeks before this date for Ed.D. and Ph.D. candidates.

‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

The Ontario Institute for Studies in Education

Established in 1965 by a special act of the Ontario legislature, the Ontario Institute for Studies in Education (OISE) is both a graduate school of education (in affiliation with the University of Toronto) and a research and field development institute in the field of education. That is, in addition to graduate instruction, basic and applied research, and development of curricular materials, the Institute is responsible for the dissemination of the results of educational studies throughout Ontario. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic inquiry than would be possible if OISE were either a graduate school or a research and field development institute alone. For graduate studies, OISE constitutes substantially the Graduate Department of Education in the University of Toronto's School of Graduate Studies. The Joint Committee on Education is the cooperative Institute/University deliberative body which advises the governing boards of both institutions as to the development of programs and policies in graduate education.

The Institute is situated in the centre of Toronto adjacent to the University of Toronto campus. Toronto is an international city, with a population of over two million. The University of Toronto is the largest in Canada, attracting students – especially at the graduate level – from all over the world. The OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The R. W. B. Jackson Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the University of Toronto campus, including the Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. One of the most effective ways to achieve this goal is through the students and graduates of OISE. The Institute's full-time enrolment numbers about 680, of whom more than half are candidates for doctoral degrees. In addition, approximately 1600 students pursue degrees on a part-time basis.

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PETER J. EVANS, *M.A. Ottawa Valley Centre*

JOHN A. ROSS, *Ph.D. Trent Valley Centre, and Field Centre Division Head*

GENE BURDENUK, *M.L.S. OISE/UWO Educational Leadership Centre*

Institute Awards of Distinction

PROFESSORS EMERITI

The status of Professor Emeritus is awarded to distinguished OISE professors in order to recognize, upon retirement, colleagues who have made meritorious contributions to OISE through their particular areas of study. Three of the retirees thus far so honored are actively associated with the Institute.

E. Brock Rideout
Frederick B. Rainsberry
Cicely Watson

FELLOWS OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

The award "Fellow of the Ontario Institute for Studies in Education" is granted each year to educators of recognized high merit, in appreciation of their major contributions to education.

1973 John Darling
Florence Henderson
James W. Singleton

1974 Nora R. Hodgins
William J. McCordic
Edison J. Quick
Donald M. Graham
(posthumous)

1975 Lloyd Dennis
T. Ranald Ide
Harry Pullen

1976 John W. Boich
J. Kelvin Crossley
Walter G. Pitman

1977 David A. Clee
Robert W.B. Jackson
Norman A. Sisco

1978 Alexander Kuska
John M. Porter
Wilfred R. Wees

1979 Laurier Carrière
C. Jane Dobell
Robert Steele

1980 Madeline Hardy
Northrop Frye
George Waldrum

1981 Duncan Green
Howard Kerr
Gordon Penrose

1982 Margaret Beckingham
Harding P. Moffatt
Ruth Vernon
J. Roby Kidd
(posthumous)

1983 Clifford McIntosh
Shirley McNaughton
B. Edmund Nelligan

1984 Ruth G. Banks
William T. Newnham
John Ricker

1985 William G. Davis
Elise Grossberg
Christopher Hodgkinson
Betty Oliphant
Shirley Stokes

1986 Mavis Burke
Ron Duhamel
Lucien Perras
Mary Alice Stuart

1987 Louis Applebaum
Rev. Roger Guindon, O.M.I.
Phyllis Scott
Sybil Shack

1988 Ursula Franklin
Verna Kirkness
Grace Layman
T. Rosaire Leger
James Parr

JACKSON LECTURE SERIES

The R. W. B. Jackson Lecture Series was established as a tribute to the Institute's founding Director. The annual lectures reflect a concern for major social and educational issues and bring to OISE outstanding speakers from around the world.

1981 Shirley Williams
1982 Myer Horowitz
1983 Philip W. Jackson
1984 William G. Davis
1985 Bertha Wilson
1986 Norman Goble
1987 Johan Galtung
1988 Stuart Smith

APPLICATION FOR ADMISSION

The Ontario Institute for Studies in Education conducts, within the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Graduate Department of Education of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Note that graduate degrees in education at OISE do not constitute certification for teaching in Ontario.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

The general requirements for admission are to be found in the section entitled "General Requirements for Degrees."

M.ED., M.A., ED.D., AND PH.D. APPLICANTS

1. For information and application forms, write directly to:

Admissions
Office of Graduate Studies
OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

All applicants must complete an application form, clearly indicating the OISE department and degree applied for, and return it to the above address.

2. Application forms should be submitted with attachments *(b)* and *(e)* listed below and arrangements should be made for submission of the remaining documentation:

(a) three official transcripts (not returnable) to be sent directly from the university to this institution, bearing marks attained, of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);

(b) $35 application fee (Canadian funds – not refundable) in the form of a certified cheque or money order payable to the University of Toronto; applicants previously registered in the School of Graduate Studies are not required to pay the application fee;

(c) where applicable, three copies of documents (not returnable) attesting to professional education, teacher certification, and experience;

(d) at least two letters of reference (not returnable) to support the application (see departmental section): use forms entitled Letter to Support Application for Admission enclosed with the application forms;

(e) a résumé (not returnable), in duplicate, indicating, in specific terms, study interests, previous career, and future goals;

(f) evidence of facility in the English language for all applicants whose mother tongue is not English and who graduated from a university outside Canada where the language of instruction was not English. This requirement is a condition of admission and must be met before leaving for Canada. Such applicants who have been recommended for admission are advised to take the test of one of the following:

English Language Institute (ELI)
University of Michigan
Ann Arbor, Michigan 48104, U.S.A.

or

Test of English as a Foreign
Language (TOEFL)
Educational Testing Service
Princeton, New Jersey 08540
U.S.A.

or

British Council
English Language Testing Service (ELTS)
10 Spring Garden
London, England, SW1A 2BN
(applicants may also contact their nearest British Council Office)

or (if already residing in Canada)

Certificate of Proficiency in English Test (COPE)
School of Continuing Studies
University of Toronto
Toronto, Ontario M5S 1A3

Passing scores of at least 92 on the ELI test, 550 on the TOEFL test, or 7.0 on the ELTS test or a pass on the COPE test is required.

Alternatively, if an applicant has previously completed a program of studies at a university where the language of instruction and examination has been uniformly English, success in that program, or a statement by one of the applicant's university professors, may be accepted as evidence of the applicant's facility in English.

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship. Deadline for submission of the Graduate Assistantship application form is February 1 (see page 39).

4. Application forms for all degree programs must be submitted not later than February 1 for registration in the 1989/90 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of admission can be made.

Many students accepted to a program may wish, or be expected, to commence in the 1989 Summer Session. At the time of acceptance applicants who have indicated on their application form that they wish to commence in the summer will receive Summer Session information.

5. All master's candidates in the Graduate Department of Education wishing to proceed to doctoral degree programs must apply for admission and be considered in competition with all other doctoral applicants.

6. Ed.D. applicants should note that the process of application, assessment, and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. program in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree.

7. Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and compete with all other applicants for the later session. However, it will not be necessary to pay the application fee again if application is made within twelve months from the date of previous acceptance. In some exceptional circumstances a department may wish to recommend a postponement of admission. Such postponement can only be for a twelve-month period following the date of initial acceptance. The request must be initiated by the applicant through the Office of Graduate Studies by September 30 of the year of acceptance. Applicants approved for postponement should know that any changes subsequently made to the degree program requirements will be operative in the postponed program. Documents of applicants who have not previously registered at OISE will be kept on file for two years only and are not returnable.

Normally applicants can expect a decision regarding their admissibility during the latter part of April.

CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS

The pre-enrolment forms for course selection for the 1989 Summer Session and the 1989/90 Regular Session will be mailed during the week of *March 1* and must be returned before *April 13*. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in the first and second terms of the Regular Session.

Please note that the later the receipt of the pre-enrolment forms the more difficult it will become to get into courses of your choice. No guarantee of acceptance into either the first or second choice of courses can be given for either term. *Should you not get into any courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible admittance.*

SPECIAL STUDENTS

Occasional

Applicants interested in taking a course as a Special Student Occasional should request the Office of Graduate Studies, OISE, to send the appropriate forms. When these are submitted they should be accompanied by a statement indicating why Special Student status is requested.

Please note that University of Toronto degree students (including OISE degree students) have priority in enrolment in courses at OISE.

Prerequisite Study

Students accepted to a doctoral program may be required to undertake some prerequisite study as a Special Student. This can be taken on a full- or part-time basis.

Full-Time Study

Students interested in taking courses on a full-time basis as a Special Student and not for degree purposes should follow the application procedures for degree applicants.

See page 36 for further information.

Please note: Special Students cannot receive degree credit for courses taken under Special Student registration at the University of Toronto.

Documentation submitted to the Office of Graduate Studies cannot be returned to the applicant.

COURSE DEFINITIONS

Six half-courses ordinarily constitute a full-time program in the Regular Session (typically three in each term). Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours. A full course normally meets for two terms. Two half-courses constitute a full-time program in Summer Session; each half-course normally meets for six hours a week.

DEFINITION OF FULL-TIME ATTENDANCE

Students in full-time attendance must limit their total employment to an average of ten hours a week per term and must be geographically able to visit the campus regularly. A student may be in full-time attendance, by personal choice, without being in required residence. Required residence, on the other hand, implies full-time attendance.

PART-TIME STUDY/AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1989/90 Regular Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Normally, fully employed part-time students interested in after-hours classes may pursue one of the following patterns of study: *(a)* one half-course in each of the two terms; *(b)* two half-courses that run for the full year; *(c)* one full course that runs for the full year; or *(d)* where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. With faculty advisor's approval, some students may take more than two half-courses in the Regular Session but not more than two half-courses in any one term. Students should give careful consideration to the demands of their employment when discussing with their faculty advisor the number of courses they can realistically carry. A heavy employment load will not be an acceptable reason for an instructor to assign a non-grade report of SDF (standing deferred) unless there are totally unanticipated circumstances.

STUDY IN SUMMER SESSION

While *April 13* is the last date for students continuing in the same degree program to submit applications for pre-enrolment in the Summer Session, students would be well advised to pre-enrol before that date since enrolment in most classes is limited. On this account, *March 1* to *April 13* has been established as a period for pre-enrolment for the Summer Session.

February 1 is the deadline for new applicants who plan to begin their program in either summer or fall. While applications will be received after this date, no guarantee of admission can be made.

Students may enrol for not more than two half-courses in any one Summer Session. Since this constitutes a full-time course load, a student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week may undertake one half-course if the class hours can be accommodated along with the working hours, providing a statement is submitted by the employer regarding the hours of employment.

See Academic Calendar for appropriate grade deadlines and mailing dates.

OFF-CAMPUS COURSES

OISE offers off-campus sections of some courses in a variety of Ontario locations (for example, Kitchener, Peterborough, Hamilton).

Students applying for off-campus studies should be aware that although OISE endeavors to offer as many off-campus courses as possible, a commitment to offer courses in any one site each year is not always possible. Therefore, it is important for off-campus applicants to understand that they may be obliged to come on campus for more than the two obligatory on-campus courses noted below.

Some off-campus courses are offered in the distance education mode. Students will be expected to attend at least two face-to-face workshops with their instructor (one at the beginning and one at the end of the course) at a designated site, either in or close to their home area. In between these workshops, students work in local sites and communicate with their instructor in scheduled telephone-based classes, or in asynchronous computer-based seminars. OISE supplies expertise and audio equipment, but with classes needing computers students must supply their own computer or have regular access to one. Where appropriate, students in different geographic areas may be linked via an audio-conference bridge to enhance class interactions.

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections of this Bulletin.

On-Campus Requirements

All part-time off-campus M.Ed. degree students are required to complete at least two half-courses on campus in Toronto. Part-time M.A. students must take a minimum of one-half of the course requirements on campus. Part-time Ed.D. students are required to take at least four half-courses on campus.

Admission Procedures

New part-time degree applicants and part-time Special Students should contact their local OISE Field Centre (see page 17) for application forms. In areas of the province not served directly by a field centre, contact should be made with the Office of Graduate Studies at OISE. Admission procedures are the same for all students and are outlined on pages 11 to 13. Applications for new students should be submitted by February 1.

Continuing part-time off-campus degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

Registration
Part-time off-campus students *who have already been admitted* to a degree program register by mail. A fees form will be mailed to the student when all admission conditions have been met. Please refer to registration materials that are mailed to the student each year for appropriate dates and procedures. *M.A. students please note* that registration takes place through the School of Graduate Studies at the University of Toronto and the Office of Graduate Studies, OISE. See registration materials for appropriate dates and procedures.

In the off-campus program, there is a risk that a course may be cancelled if there is no evidence of adequate enrolment.

Note: Off-campus students taking courses in Toronto must register in the Office of Graduate Studies on the night of their first class in the Regular Session and during the registration period in the Summer Session.

Off-Campus Library Services
The R. W. B. Jackson Library makes available, either directly or through the local field centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through interlibrary loan.

DEFINITION OF RESIDENCE

All doctoral and some master's programs require a specified period of residence, the purpose of which is to encourage students to gain insight and intellectual stimulation from the university environment. To fulfil the residence requirement a student must be in full-time attendance for the time specified as the period of residence, and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. (See item *(e)*, page 32, under Master of Arts, program of study, for master's programs requiring residence.) Residence requirements can be fulfilled only through two consecutive terms of the regular academic session (i.e., the first term – September through December – followed by the second term – January through April – in the same session, or the second term in one session followed by the first term in the next session). Summer Session cannot count for residence credit.

Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar).

MATERNITY LEAVE FOR GRADUATE DEGREE CANDIDATES

OISE students may apply to the Office of Graduate Studies, OISE, for a one- to three-term maternity leave, during their program of study. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Where possible, the start and finish of the leave should coincide with the start and end of the term.

LEAVE FOR EXCEPTIONAL HEALTH OR PERSONAL REASONS

OISE students may apply to the Office of Graduate Studies, OISE, for a one- to three-term leave during their program of study. While on leave, students will not be registered, nor will they be required to pay fees. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other graduate student awards, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request by the student, be extended by the duration of the leave taken. Normally, the start and finish of the leave would coincide with the beginning and end of a term. Ultimate approval rests with the University of Toronto School of Graduate Studies, and only in the most exceptional set of circumstances will a leave be granted.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, there exists a formal appeal procedure within OISE for registered students.

The student appeals process consists of four levels: The first level involves dialogue with the immediate source of the disagreement (typically within the department). If the appellant is not satisfied, a formal appeal can be made to the appropriate department or unit. If the appellant is still not satisfied, a formal appeal can be made to the Degrees and Appeals Subcommittee of the Graduate Studies Committee (GSC) through the Executive Head of Graduate Studies, OISE. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies within six months of the decision being appealed and having been communicated in writing to the appellant. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Board of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the Office of Graduate Studies, OISE (ext. 2650), or from a department chairperson. See also the School of Graduate Studies Calendar 1988/89. At any stage, students have the right to appeal to the Office of the University of Toronto Ombudsman, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone 978-4874).

POLICY ON ACADEMIC SANCTIONS FOR STUDENTS WHO HAVE OUTSTANDING UNIVERSITY OBLIGATIONS

Statements of results or official transcripts of record, or both, will not be issued if students have not paid, in full, university fees, housing dues, library fines, bookstore debts, or health service charges.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates and Special Students obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383).

A fee of $5.00 is charged and $2.50 for each additional copy, if ordered at the same time. (At least two weeks should be allowed for processing purposes.) Regular Session grades are not issued until mid-February for first term courses and mid-June for full year and second term courses; grades for Summer Session courses are not issued until toward the end of October.

Transcripts cannot be issued for students whose fees are in arrears.

FIELD SERVICES

FIELD DEVELOPMENT

The purpose of OISE's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE's Office of Field Services and Research administers seven regional field centres, and in cooperation with the Faculty of Education at the University of Western Ontario operates the OISE/UWO Educational Leadership Centre. The Centre for Principal Development, housed in the Department of Educational Administration, has also some field development responsibilities.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. But OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies (by helping with the development of off-campus courses) and to research and development (through local research projects). Joint projects are increasingly common, with the Office of Field Services and Research helping the Office of Graduate Studies develop programs to meet local needs, and with field centres working on major research projects.

The functions of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff – generally not more than two or three people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have a widespread influence in their regions. Some examples of field centre activities are: design of learning activity packages; complex intellectual skills training; continuing education evaluation; longitudinal evaluation of student achievement; K–6 environmental studies; curriculum implementation through the use of a coaching model; developing curriculum resource documents; writing assessment; and implementation of programs with emphasis on the role of the principal.

FIELD CENTRE LOCATIONS

The following is a list of the seven field centres throughout Ontario and the Educational Leadership and Principal Development centres. All centres are engaged in research and development activities. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Centre for Principal Development
OISE
252 Bloor Street West
Room 7-234
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 2622

The major focus of the Centre for Principal Development is planned educational change and the principal's role in school improvement. The main functions of the Centre are research on different aspects of its major focus, the design of pre-service and in-service programs, and field work and consultation based on the Centre's research program.

Midnorthern Centre
Prince Charles Public School
296 Van Horne Street
Sudbury, Ontario P3B 1H9
Telephone: 705-674-8442
Curriculum, Sociology in Education

The Midnorthern and Northeastern Centres are currently acting as a combined unit with one Head. Problems in practice are approached from an interdisciplinary perspective that includes sociological and psychological analysis, and the use of formal curriculum design and implementation procedures. Current areas of interest are: French Immersion; minority concerns; early childhood curricula; programs for gifted students; and innovative teaching for complex knowledge and skill objectives. Where demand exists, Centre staff teach off-campus courses in their areas of specialization.

With the appointment of a senior Franco-Ontarian academic staff member in September 1987, the Midnorthern/Northeastern Centres now offer services to French-speaking educators in the combined region. These include graduate education courses conducted in French, student assessment, and communicative approach implementation.

Midwestern Centre
Victoria School
25 Joseph Street
Kitchener, Ontario N2G 1H9
Telephone: 519-579-0780
Educational Administration, Applied Psychology, Sociology in Education

The work of the Midwestern Centre focusses on the various aspects of the CRDI cycle (curriculum review, development, and implementation) and in designing professional development strategies to enhance practitioners' curriculum process skills. The Centre works collaboratively to design and deliver professional development programs congruent with the needs of the client. Centre faculty are also involved in teaching general curriculum off-campus courses.

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558
Curriculum, Educational Administration

The Niagara Centre's work is primarily in four areas: the holistic curriculum, staff development, CRDI (curriculum review, development, and implementation) and guidance and counselling. The Centre attempts to work collaboratively with the boards of education and educational agencies in addressing these areas as well as other areas identified by the boards and agencies. The Centre is involved in both off-campus and on-campus teaching. Centre faculty teach courses in the holistic curriculum and courses related to CRDI.

Northeastern Centre
King George Public School
550 Harvey Street
North Bay, Ontario P1B 4H3
Telephone: 705-472-6611
Adult Education, Curriculum, Educational Administration (See Midnorthern Centre)

Northwestern Centre
Heath Park School
1115 Yonge Street
Thunder Bay, Ontario P7E 2T6
Telephone: 807-475-8110
(No course offerings at this time)

The Northwestern Centre focusses its work on the general areas of the Curriculum Cycle (development, implementation, evaluation) and professional development. The present emphasis within this focus is the identification of skills required by principals and department heads in the performance of their roles as curriculum leaders. Centre faculty work with boards of education to design strategies to help people in these roles acquire the necessary curriculum leadership skills. The use of coaching as an implementation and professional development strategy is an additional focus for much of this work.

Ottawa Valley Centre
60 Tiverton Drive
Nepean, Ontario K2E 6L8
Telephone: 613-224-0561
(No course offerings at this time)

The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. A major activity of the Centre has been and remains development of strategies and resources for student assessment, for example through OAIP, development of the writing folder and alternative assessment strategies in English, and advice on policy and practices in assessment for school systems both within the region and outside. A second major focus is the dropout problem in secondary schools, and the Centre is active on three projects related to this issue – in the region and provincially, and for both French and English schools.

The Centre actively cooperates with the Regional Office of the Ministry of Education in curriculum development and implementation and regional task forces. Other areas of special interest to Centre faculty are resource development in sentence combining in English, Anglais, and Français, values education, and student assessment.

Trent Valley Centre
Box 719
150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827

Curriculum, Educational Administration, Higher Education

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' complex intellectual skills, professional development progress for teachers, consultants, and principals, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs, mainly in Curriculum and Educational Administration, with a special interest in programs designed in collaboration with school systems to improve school practice.

OISE/UWO Educational Leadership Centre
1137 Western Road
London, Ontario N6G 1G7
Telephone: 519-661-2091

(No course offerings at this time)

It is recognized that the quality of education is directly related to the quality of the leadership provided in a school system. The key leadership role is that found in the principalship. A major purpose of the OISE/UWO Educational Leadership Centre is to provide a base from which educational leaders in this province can pursue studies of their role, their effectiveness, and their leadership skills. The focus of the Centre is on the identification and training of aspiring principals and the development of practising principals.

The program of the Centre is multifaceted. It includes the following resources: (1) continuing education; (2) research and development; (3) an assessment centre; (4) field services; and (5) a visiting educators program.

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function – to foster improvement in Ontario education and to complement the academic programs of departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program. Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in education in the world, consisting of a multitude of projects of varying size and content. Findings of completed studies are often published by the Institute or by the sponsoring agency, or appear in journals produced by the Institute (*Interchange, Curriculum Inquiry,* *Orbit*) or in other publications. OISE Research Reports can be found in the R. W. B. Jackson Library.

The Office of Field Services and Research has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: *(a)* the internal review of project proposals; *(b)* negotiation of contracts and grants, and administration of externally funded projects; *(c)* provision of information services, consultation related to external funding, and assistance with project design; and *(d)* administration responsibility for the six internal research and development centres listed below.

Students may participate, where appropriate, in both internally and externally funded projects.

INTERNAL R & D CENTRES

The departments listed after each of the following centres are currently offering graduate studies programs that are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the centre in OISE.

Modern Language Centre

Head: Merrill Swain
10th floor, OISE (Curriculum)
The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum and materials development, second-language teaching and learning, heritage language issues, and the preparation of teacher in-service units. The Centre houses a resource library for second-language pedagogy, with dissemination and consultation services on language teaching and related research. It also houses the National Heritage Language Resource Unit.

Educational Evaluation Centre

Head: Leslie D. McLean
11th floor, OISE (MECA)
The research and development program of the EEC has included assessment of student achievement in Ontario and evaluation of human resource development programs in China. Current projects include studies of computer conferences, advanced computer applications, and new approaches to mathematics teaching and learning. The EEC maintains a resource library on evaluation topics and an extensive collection of tests, provides advice on problems of program and student evaluation, and issues newsletters of interest to people working in the area of evaluation.

Franco-Ontarian Centre

Head: Monica Heller
6th floor, OISE (Curriculum, Sociology in Education)
The FOC conducts research relating to the specific needs of the French-speaking students and educators of Ontario. Current projects focus on description of French and English used in the Franco-Ontarian minority setting, on innovative language and cultural enrichment activities (Français-Anglais) across the curriculum, on instructional strategies in French-language classrooms, on the development of BIMO (OAIP) instruments for Français, and on ethnographic studies of the role of schools in the maintenance of French language and culture. In addition, the FOC provides direct services to schools and boards, houses a resource centre, and is also engaged in developing OISE's French-language graduate services.

Centre de recherches en éducation franco-ontarienne

Directrice : Monica Heller
6e étage, IEPO (Départements de curriculum et de sociologie de l'éducation)
Le CREFO effectue des recherches qui répondent aux besoins particuliers des étudiants et des enseignants francophones de l'Ontario. Les recherches en cours traitent du français et de l'anglais en milieu minoritaire franco-ontarien ; de méthodes innovatrices de l'enseignement de la langue au moyen d'activités relatives à toutes les matières du programme, et enrichissantes du point de vue culturel ; de l'enseignement efficace dans les écoles de

langue française ; du développement d'instruments BIMO pour l'évaluation du français ; et de l'étude ethnographique du rôle de l'école dans le maintien de la langue et de la culture françaises. De plus, le CREFO offre des services aux écoles et aux conseils scolaires ; son Centre de documentation offre un éventail de ressources d'intérêt en éducation franco-ontarienne. En outre, le CREFO s'est engagé à mettre sur pied, au nom de l'Institut, des services en français dans le domaine des études supérieures.

Centre for Applied Cognitive Science
Head: Marlene Scardamalia
9th floor, OISE (Applied Psychology, Curriculum, MECA, Special Education)
Through a number of research and development projects the CACS explores cognitive processing in a variety of content domains and is characterized by attempts to integrate contributions from a number of fields, including computer science, linguistics, philosophy, psychology, and clinical and educational practice. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology. The Centre holds a seminar series and produces occasional papers for researchers and practising educators. There is a focus in graduate studies available in applied cognitive science (see section "Interdisciplinary Focuses in Graduate Studies").

Centre for Women's Studies in Education
Head: Ruth R. Pierson
8th floor, OISE (Administration), and 6th floor (Resources Centre)
The Centre conducts, promotes, and disseminates research in women's studies. Projects currently participating in this work are: the Women's Educational Resources Centre (on the 6th floor); the periodical *Resources for Feminist Research/ Documentation sur la recherche féministe*; the Canadian Women's Indexing Group; Women and Unemployment Insurance Policy; Women's History for Ontario School Education; Immigrant Women in Canada. Students may participate in all projects as graduate assistants or as volunteers. CWSE also welcomes visiting scholars who are working in women's studies and consults with educators outside the Institute in this and related areas. Speaker series feature speakers from outside the Institute, and lunchbag seminars feature OISE students' and researchers' work in progress. The Centre Newsletter provides information about activities of interest within and outside the Institute. For further information regarding graduate studies in the area, see the "Interdisciplinary Focuses" section for Women's Studies in Education in this Bulletin and the Department of Sociology in Education section under Focus on Feminist Studies and Gender Relations.

Centre for Executive Studies
Head: Donald Musella
7th floor, OISE (Educational Administration)
The primary objective of the Centre is to conduct research and development and professional development activities. One of the major projects currently under way, Understanding School System Administration, focusses on the role of the chief executive officer of school systems in Ontario.

Student Services and Facilities

THE R. W. B. JACKSON LIBRARY

The Institute Library houses a collection of 680 000 items specializing in education, with growing strength in related social sciences and humanities. Included are extensive reference materials and some 4400 serial titles. There are complete microfiche holdings of the ERIC and ONTERIS document series.

Reference staff are prepared to acquaint students with broad aspects of service, and to advise them regarding sources of information for particular projects, including new information sources and new on-line information services. Students should plan to devote some time to becoming aware of the range and potential of these for their work.

Interlibrary loan service provides access to library materials not held in central Toronto locations.

The Curriculum Resources Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. The Microcomputer Service provides a room for the use of microcomputers, and educational and other software as an extension of curricular materials. Individual and class consultation is provided to users of the CR materials.

The Audiovisual Library has a varied and extensive collection of films, filmstrips, and audio- and videotapes, which are used in courses and seminars. Films may be booked for preview as well as for class use.

Some holdings do not appear in the main catalogue. The collection of Ontario textbooks of the nineteenth and twentieth centuries is listed in a microfiche catalogue. There is a list of holdings for the Paulo Freire Resource Collection and for the J. Roby Kidd Collection.

Individual carrels on the mezzanine floor are reserved for use of OISE students, who should apply for them at the Circulation Desk. Open carrels on the first and second floors are available to all Library users. In-library copying is provided with coin-operated photocopiers and microfilm/fiche reader-printers. Copy cards are also available for photocopiers.

Guides to general and special services and parts of the collection are issued and updated periodically. A fifteen-minute videotape introducing the R. W. B. Jackson Library collection and services is available on the second floor. Special orientation for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources and services of the University of Toronto Library are also available to graduate students registered in Education. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Students wishing to use campus holdings should check hours of service and access/borrowing policies at the Reference Desk in the OISE Library. The OISE Library has a microfiche catalogue indicating central University of Toronto Library holdings and those of most campus libraries.

INSTRUCTIONAL RESOURCES DEVELOPMENT UNIT

OISE's Instructional Resources Development Unit offers a wide range of services and consultation to the OISE community.

Consultation services include the design and production of multimedia resource-based materials for on-campus and off-campus and distance mode classes; audio conferencing for courses, seminars, and meetings; and advice on teaching strategies and the effective use of audio/visual materials and equipment. Technical services include audio/videotape duplication and production; audio conferences; graphics and text design and production for print manuals, kits, overhead transparencies, slides, etc.; photography; equipment loan; and a screening room for viewing of audio/visual programs.

For more information regarding procedures and rates, contact IRDU staff on the fourth floor, north end.

COMPUTING SERVICES

A wide range of facilities is available to staff and students to meet their needs for learning about computers and for carrying out computing work.

The most important applications of the academic computing resources are:

—Academic word processing for reports, papers, theses, etc., and publication production, graphics, and design;

—Statistical analysis of research data, experimentation with statistical methods, and analysis of textual and qualitative data;

—Academic communication within the Institute and around the province and the world;

—Learning about and experimenting with educational applications of computers, for schools, for OISE, for adults.

The OISE computer systems are linked to the NETNORTH network of Canadian university computer centres, to BITNET, which has nodes around the world, and to ECNO, the network of Ontario school boards.

The Computing Services Group operates OISE's central academic computing resource. This includes a VAX 8350 computer running the VMS operating system and used primarily as a computer communications hub for electronic mail and computer conferencing, for storage of research data and access to statistical programs (SPSS, SAS, LISREL, etc.), for storage of large documents in progress, such as books and theses, and for access to text formatting programs (SCRIBE) and high-speed laser printers. The statistical programming and text formatting are actually carried out on associated VAX-2000 and SUN-160 workstations. The VAX 8350 is also being used to computerize the operation of the OISE library collection.

More than seventy interactive terminals are located throughout the Institute, and microcomputers (mostly DEC Rainbows and IBM clones) are located in each department and in a microcomputer classroom; these can be used as terminals or for independent data and text processing. A graphics production laboratory provides Macintosh equipment for specialized graphics and publication work.

For purposes of instruction, demonstration, and research in computer applications in education, microcomputer facilities are available in various academic departments and in three special areas: (1) a software development assistance centre, SDAC, providing access to Ministry of Education grant-eligible microcomputers, including the Ontario designed and built ICON, (2) an instructional and courseware demonstration area located in the Library and equipped with Apples and other microcomputers and a large software collection, and (3) an advanced computing laboratory, with Sun Unix workstations and Xerox artificial intelligence workstations, operated in cooperation with the Centre for Applied Cognitive Science.

Short non-credit courses in the elements of computing, including the use of statistical packages, programming, text editing and text formatting, and microcomputers, are offered.

The Ontario Educational Data Archive provides a bank of small data sets used in instruction as well as some major data sets that are available for secondary analyses.

Consultation on research design and data analysis is available from the Computing Services Group and the MECA Consulting Service. Custom programming, preparation, and analysis of research data are available on a chargeback basis.

OISE PRESS

OISE Press publishes a range of books, kits, and journals for the education sector.

The Press's publications are distributed through the Bookstore, on the second floor, and by mail order.

The Press also provides production coordination, editing, design, typesetting, and label services to the Institute on a chargeback basis.

At the end of April 1988, OISE acquired the Guidance Centre (a publishing house that dates back about fifty years) from the University of Toronto. The operations of the Guidance Centre are currently being merged with those of OISE Press. It is anticipated that, as a result of this merger, OISE will be able to contribute even more to the needs of the educational community – in Ontario and across Canada.

THE CAREER CENTRE

The Career Centre of the University of Toronto at the Koffler Student Services Centre, 214 College Street, provides career planning and employment-related services to students and recent graduates on an individual or group basis. Appointments with a career counsellor can be made by calling the Centre. Career planning courses and seminars to assist students in the job-hunt process are offered on a regular basis. Graduate students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students who are completing graduate degrees and are seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier kept on file at the Centre.

LIVING ACCOMMODATIONS

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates.

Many residence spaces are available to graduate students during the summer months, however.

Information concerning rooms and occasionally flats in private homes near the University and apartments/rooms/housing in the city may be obtained from the University Housing Service Office, University of Toronto, Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5S 1A1 (telephone 416-978-8045). While off-campus housing of this nature is not subject to University regulation, every effort is made to have information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

The following residences are all on or adjacent to the University campus. Applications should be directed to the appropriate offices listed below. All telephone numbers are in the 416 area code.

Men

Devonshire House* (Dean)
3 Devonshire Place, Toronto,
Ontario M5S 2C8 (tel. 978-2515)

St. Michael's College* (Dean of Men)
81 St. Mary St., Toronto, Ontario
M5S 1J4 (tel. 926-7131)

Women

Ewart College*
156 St. George St., Toronto, Ontario
M5S 2G1 (tel. 979-2501)

Loretto College* (Dean)
70 St. Mary St., Toronto, Ontario
M5S 1J3 (tel. 925-2833)

St. Hilda's College* (Dean of Women)
44 Devonshire Place, Toronto, Ontario
M5S 2E2 (tel. 978-2254)

St. Joseph's College* (Dean)
90 Wellesley St. W., Toronto, Ontario
M5B 1C5 (tel. 924-2121)

Men/Women

Campus Co-operative Residence, Inc.
395 Huron St., Toronto, Ontario
M5S 2G5 (tel. 979-2161)

Knox College* (Administrator)
59 St. George St., Toronto, Ontario
M5S 2E6 (tel. 978-2793)

New College* (Dean of Women)
40 Willcocks St., Toronto, Ontario
M5S 1C6 (tel. 978-8875)

New College* (Dean of Men)
21 Classic Ave., Toronto, Ontario
M5S 2Z3 (tel. 978-2464)

Massey College (Bursar)
4 Devonshire Place, Toronto,
Ontario M5S 2E1 (tel. 978-2892)

St. George Graduate Residence
(Secretary)
321 Bloor St. W., Toronto, Ontario
M5S 1S5 (tel. 978-4885)

Tartu College
310 Bloor St. W., Toronto, Ontario
M5S 1W4 (tel. 925-9405)

Trinity College* (Dean)
6 Hoskin Ave., Toronto, Ontario
M5S 1H8 (tel. 978-8680)

Wycliffe College (Dean of Students)
5 Hoskin Ave., Toronto, Ontario
M5S 1H7 (tel. 979-2870)

Married Students' Accommodation

Married Students Apts.
30 & 35 Charles St. W.
(Ms. Ellen Giles,
University Housing Service,
Koffler Student Services Centre,
214 College St., Toronto, Ontario
M5S 1A1; tel. 978-8049)

Campus Co-operative Residence, Inc.
395 Huron St., Toronto, Ontario
M5S 2G5 (tel. 979-2161)

An asterisk (*) indicates that places are available in the summer only.

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4732 for information on recreation activities and fitness testing. For locker information telephone 978-4747.

Each aspect of life in Hart House is governed by committees composed of students, who hold the majority of seats, and alumni and faculty. Committee members make all decisions pertaining to their areas of interest and are responsible for carrying out their activities. All students are entitled to stand for election and to vote during spring elections.

Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

HEALTH SERVICES

Clinical, psychiatric, and sports injury services are available at the Medical Clinic, Koffler Student Services Centre, 214 College Street (2nd floor, enter by St. George) (978-8030), the Psychiatric Division (978-8070), and the Sports Injury Clinic in the Warren Stevens Building (978-4678).

The Medical Clinic and Psychiatric Division are open between 9:00 a.m. and 5:00 p.m. Monday through Friday year round. The Sports Injury Clinic is open from 4:30 to 6:30 p.m. Monday through Friday during the academic term. Medical advice of a non-urgent nature is available outside Health Service hours (nights, weekends, and holidays) by calling 978-8030; your name and telephone number will be relayed to a physician on call.

Students from outside Canada are advised to apply for the Ontario Health Insurance Plan (OHIP) as soon as they arrive in the province. Application forms are available at the Health Service. The applicant should attach a copy of his/her student authorization to the application form.

Out-of-province students, if they are not covered by their own provincial plan, should also apply for OHIP as soon as possible.

Premium assistance is available to students who have been residents of Ontario for twelve consecutive months, but foreign students who must show proof of being self-supporting are advised not to apply for this assistance except in extraordinary circumstances. Uninsured persons are responsible for the cost of medical care.

DAYCARE

Kidspace Inc. Day Care is a non-profit centre that provides daycare for staff, students, and faculty at OISE. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department.

Kidspace is located on the ground floor of OISE, opposite the auditorium. For more information, drop in or telephone 926-4702.

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics that will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Comparative, International, and Development Education focus, a number of courses are offered that deal specifically with education in non-Canadian societies.

The University of Toronto International Student Centre, at 33 St. George Street, offers services and facilities to international students. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to Gaye Fuller in the Office of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE is the official student government at the Institute.

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The Association promotes and coordinates activities of students in the various departments and decision-making bodies of the Institute. The GSA initiates and sponsors cultural and social events of interest to OISE students.

The GSA is an affiliate body of the Graduate Students' Union of the University of Toronto.

OISE students have full access to student services and facilities provided by the University of Toronto. Services include the Athletic Centre, Legal Aid, and Ombudsman as well as Hart House, the

Career Centre, Health Services, and the International Student Centre described above. The GSA Office is located on the 10th floor, Suite 200. The executive keeps office hours Monday to Thursday – telephone 923-6641, ext. 2728. Please check notice on office door for precise hours. Visitors are encouraged to leave a message in order to set up an appointment.

INTERNATIONAL STUDENTS' ASSOCIATION (ISA)

The ISA is an affiliate body of the GSA. It looks into the specific needs of the international students. The ISA is represented on the GSA General Council. Please feel free to drop by at the Association's office, 10th floor, Suite 200.

General Requirements for Degrees

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an outline of the general requirements for the various graduate degree programs as they apply in the Graduate Department of Education. While the general requirements for each degree program are in this section, it should be noted that individual OISE departments within the Graduate Department of Education may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Graduate Department of Education considers necessary. Further, the Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission within the Graduate Department of Education at the University of Toronto.

The equivalence of foreign degrees is determined by consideration of the total length of program of study (primary through university) as well as the quality and content of postsecondary study and its relevance to the proposed area of graduate study.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the undergraduate degree for admission to the School of Graduate Studies as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented and presented as part of the application.

Note: There are two master's programs, each with its distinct design and orientation. M.A. candidacy and M.Ed. candidacy are *not* interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with mid-B standing or better in the final year and deemed acceptable to the Graduate Department of Education. (Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the special-

ization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also.

Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required either within the degree program or prior to admission. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of academic ability and intellectual achievement and contributions to the field of education. Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with reference letters, must be part of the application.

(b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

(c) At least one year of relevant successful professional experience.

(d) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

At the time of application each applicant must specify the intended OISE department of specialization and the Option (see section *(a)* below). All three options are not offered in any one OISE department (see the OISE department of specialization for details of available options).

Upon admission the student will select one of the three possible options (see section *(a)* below) and be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor.

While a student may change the home department en route to the degree, such change may result in a lengthened program.

M.Ed. degree students who commenced their program prior to July 1, 1986, should follow the degree requirements outlined in the OISE Bulletin 1985/86.

The general requirements for the M.Ed. degree, for students commencing their program after July 1, 1986, are as follows:

(a) Three different options are available to students wishing to obtain an M.Ed. degree, although not all three are available in each department.

I. Coursework only option – ten half-courses plus a comprehensive examination/requirement;

II. Research Project option – eight half-courses plus a research project or a major research paper;

III. Thesis option – six half-courses plus a thesis.

Departmental specialization within the M.Ed. degree program requires a minimum of half the courses to be taken in the home department unless otherwise stated in the departmental section of this Bulletin. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the half-courses.

(b) Full-time study, though desirable, is not required (except in one of the Counselling programs within Applied Psychology, see page 82). Option I, the Coursework only option, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Option II, the Research Project option, if pursued on a full-time basis, cannot be completed in less than one Regular

Session and one Summer Session. Option III, the Thesis option, if pursued on a full-time basis, cannot be completed in less than one Regular Session. Fully employed part-time students see page 13.

(c) If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will terminate.

(d) Applicants who have credit for graduate courses in education beyond that which is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another completed degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be taken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here.

(e) Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

(f) Application to Graduate. Candidates who commenced their degree program after July 1, 1986, must complete an Application to Graduate card obtained from the Office of Graduate Studies, OISE. Those completing their program (including the comprehensive or the research requirement) in the session indicated below must return the card to the Office of Graduate Studies by the date shown:

Summer Session completion – July 15

Regular Session Fall completion – October 15

Regular Session Spring completion – Feburary 15

Candidates completing their degree program in the summer will receive their diploma at the November convocation ceremony. Candidates completing in the fall will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June. Candidates completing in the spring will receive their diploma at the June convocation ceremony. *Please note* that all degree requirements for spring completion must be communicated to the Graduate Studies Office by April 20.

(g) A candidate in the M.Ed. program prior to July 1, 1986, who has completed the attendance requirements for the final course in the program but has not completed the course requirements within the same university calendar year must re-register and pay any required post-program fee.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE departments. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name an OISE department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program in terms of the options offered in the home department. All courses taken in a degree program must be approved by the faculty advisor.

To provide some measure of concentration, if not specialization, three half-courses ordinarily will be drawn from the home department. Students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses in Graduate Studies.")

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is a two-year program after a four-year undergraduate degree in psychology), History and Philosophy of Education, and Sociology in Education are one-year programs after a four-year undergraduate degree in the same area of specialization.

M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally two-year programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, an applicant with a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the departments of Measurement, Evaluation, and Computer Applications and Special Education applicants with certain four-year undergraduate backgrounds such as computer science or psychology may be considered for one-year programs.

ADMISSION REQUIREMENTS

The requirements for admission to a one-year M.A. program are:

(a) Ordinarily a four-year undergraduate degree in the same cognate area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year. (Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of intellectual ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission. In their absence, some additional coursework in education, or other orientation to professional education, may be required.

(b) Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields. Additional study in the cognate discipline beyond the three-year undergraduate degree may be considered for possible reduction in the program length.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

(c) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While in some OISE departments additional requirements have been established, the general requirements for the M.A. in the Graduate Department of Education are as follows:

(a) At least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the six half-courses.

(b) Students admitted to an extended M.A. program (one and one-half years) on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, if pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(c) Students enrolled in two-year M.A. programs on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(d) A thesis. All M.A. candidates must have their thesis committees officially formed no later than:

—for those who have completed their required residence or a year of full-time "in program" study, April 1 of the year following;

—for those who have undertaken their program on a part-time basis, at the completion of two-thirds of their M.A. course-work.

Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis procedures. All students using human subjects in their thesis research must have their proposals reviewed by an Ethical Review Committee at OISE.

(e) In some departments it is possible to pursue an M.A. program on a part-time basis. Should this be the case, a minimum of one-half of the course program should be undertaken on campus in Toronto. One academic year of full-time resident study is required in the departments of Applied Psychology (two years in School Psychology), Curriculum, Higher Education, and Measurement, Evaluation, and Computer Applications. Where residence is required it may be possible in some departments for courses to be taken on a part-time basis, but the residence requirement must be fulfilled at some point within the time limit of the degree.

(f) Candidates admitted *after July 1, 1986,* to the one-year M.A. degree program (six or eight half-courses and a thesis) must complete satisfactorily all requirements within five years of the date of first enrolment in the degree program. All requirements for the extended M.A. degree program (ten or twelve half-courses and a thesis) must be completed satisfactorily within six years of the date of first enrolment in the degree program.

Candidates who began an extended M.A. degree program *prior to July 1, 1986,* follow the previous rules: that is, the five-year candidacy calculation begins on the date of registration in the session in which the first of the last six courses was taken.

(g) Applicants who have credit for graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same

proportion of the master's program at that university as one or two half-courses do here. Such course credit, if granted, will not reduce the total program fee.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Education, or equivalent, with high standing, in the field of specialization proposed at the doctoral level. (Further documentation may be required to establish equivalence.)

(b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(c) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(d) Ordinarily, one year of professional preparation for education.

(e) Successful professional experience in education, or in a relevant field.

(f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for Theses, QRP's and Orals.*

(g) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

(h) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While additional requirements have been established in some OISE departments, the general requirements for the Ed.D. in the Graduate Department of Education are as follows:

(a) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the first term – September through December – followed by the second term – January through April – in the same session, or the second term in one session followed by the first term in the next session).

(b) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree in the same area of specialization, or the equivalent. Upon the recommendation of the home department, candidates commencing the degree program on a full-time basis could add any prerequisite courses to their program. Otherwise, prerequisite courses must be undertaken as a Special Student in the Graduate Department of Education. Graduate courses taken under other auspices *before* Ed.D. candidacy cannot be credited toward the Ed.D. program.

Typically, the Regular Session full-time course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence and, where required, to take the comprehensive examination. The remaining courses may be taken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

Please note that a minimum of four half-courses are required to be taken on campus in Toronto. An eight half-course Ed.D. program should include at least four half-courses with specialization in the home department except as otherwise stated in departmental program descriptions.

(c) Candidates commencing the Ed.D. program after July 1, 1986, in the departments of Applied Psychology (Counselling Psychology 2), Curriculum, Educational Administration, Higher Education, and Measurement, Evaluation, and Computer Applications (MECA) will be required to take a comprehensive examination during the program. Candidates commencing the Ed.D. program in the Department of Adult Education after July 1, 1987, will be required to take a comprehensive examination during the program. Consult the specific department for details.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. This thesis committee must be filed by April 1 of the year following the required residence. The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis procedures. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE.

(e) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Graduate Department of Education.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires two years of study beyond the University of Toronto M.A. degree, or equivalent, completed with high standing in the same field of specialization proposed at the doctoral level. However, in some cases admission to a three-year Ph.D. program may be approved for candidates who, although they hold a master's degree, are changing fields of specialization or require further preparatory work.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Education or equivalent, with high standing, for admission to the Ph.D. program in the same area of specialization.

If a candidate's acceptance into the two-year Ph.D. program is contingent upon the completion of a University of Toronto M.A. degree in Education, this condition must be satisfied by early October. A candidate may be permitted to complete that M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See Dual Registration Fee, page 38.) The intention of permitting dual registration is to allow the student who cannot convocate in the fall, because of only minor technicalities on the M.A. thesis, to commence the Ph.D. program (courses and residence) in September. Dual registration is not intended for candidates who have a major portion of their thesis to complete. Under no circumstances will a candidate be permitted to continue to hold dual registration beyond the middle of January.

(b) Holders of master's degrees other than the OISE M.A. in the same area of specialization as proposed at the doctoral level must submit further evidence of scholarly proficiency satisfactory to the Graduate Department of Education and to the admission committee in the OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals*.

(c) A holder of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis or a research project, the OISE department may require a Qualifying Research Paper (QRP), which must be completed before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals*.

(d) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must declare the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While additional requirements have been established in some OISE departments, the general requirements for the Ph.D. in the Graduate Department of Education are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Education or equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two years will be consecutive. A request to interrupt these two years after completion of one year would have to be made in writing, outlining the reasons for the request, to the Office of Graduate Studies, OISE. It should be noted that if the request is granted, the length of degree candidacy would not be increased. Such interruption is granted only under exceptional circumstances and for one year only. Please note that all course deadlines pertain to the rules of the year in which the student was last fully enrolled; being granted a leave does not relieve the student of responsibility for meeting the appropriate deadlines for courses previously undertaken.

(b) A major subject (normally four half-courses or equivalent) in the student's home department.

(c) Two minor subjects: one comprises two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto; the other could be satisfied by credit from a relevant master's degree. At the time of outlining the course program, an umbrella title must be provided if a minor is composed of two half-courses, each from different departments. The program as outlined in *(b)* and *(c)* requires a minimum of six new half-

courses; the student's letter of acceptance will indicate how many new courses are required. While credit for one minor can be given for a relevant master's degree, such credit does not reduce the number of new courses required in the program as outlined in the letter of acceptance. Such credit and placement in the program must have the approval of the student's faculty advisor. Typically when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus the additional courses should normally be taken within the major.

(d) Comprehensive examinations. Candidates commencing the Ph.D. program after July 1, 1986, will be required to take a comprehensive examination during the program. Consult the home department for details.

(e) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis must constitute a significant contribution to the knowledge of the field of study. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 3. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Students must file their thesis committee by April 1 of their final year of required residence. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis procedures. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE.

(f) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(g) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(h) All requirements for the two-year Ph.D. program must be completed within six years of first enrolment. All requirements for a three-year Ph.D. program must be completed within seven years of first enrolment.

SPECIAL STUDENTS

Special Students ordinarily must have mid-B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(a) for academic content purposes, etc.,

(b) for predoctoral study if the master's degree was completed with B+ standing or better and the applicant has been conditionally accepted by the OISE department,

(c) for credit toward outside professional certificates,

(d) for credit purposes at another university.

Special Students cannot receive degree credit for courses taken under Special Student registration.

Fees and Financial Support

FEES

Fees are subject to change by the Governing Council of the University of Toronto. Before students register, all fees including incidental fees must be paid. Payment must be accompanied by a fees invoice. Payment may be made by either certified cheque or money order, in Canadian funds, payable to the University of Toronto and sent to the Fees Department, 215 Huron Street, Toronto, Ontario M5S 1A1. Payment may also be made at any branch of the banks specified on the fees invoice.

PROGRAM FEE

There are minimum academic degree costs according to the length of program as defined in the letter of admission. These constitute what is known as the "program fee." Program fees are assessed on this basis and charged sessionally (plus incidental fees) according to whether students are registered full-time or part-time.

Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

Where students have not paid the minimum program fee, additional fees will be charged at the time of graduation. If a student has paid more than the program fee, because of the time taken to complete the degree requirements, there will be no refund of fees.

At the time of publication of this Bulletin the fees schedule for 1989/90 is not available. Therefore, what follows is the outline of the current program fees for approximate planning purposes. It must be anticipated, however, that fees will increase. The 1989/90 Schedule of Fees will be published in May 1989.

Fees are formulated on the basis of the length of program to which the student has been accepted. For example, a one-year program would require a minimum of one full-year fee (i.e., the "1 year program fee"). In the 1988/89 academic year this fee was $1771 for Canadian citizens and permanent residents (Foreign Students, $8133).

The calculation of fees applicable to each program is as shown below.

In addition, students who have paid the required program fee and completed residence (where applicable) but have not completed other requirements for the degree must register annually and pay a fee known as the "post-program fee."

*M.Ed. Degree Candidates**

The minimum program fee is equivalent to a 1.5 year program fee assessed for the academic year in which the program is commenced (including preceding summer). Candidates who have completed the coursework but not the program requirements must re-register and pay the post-program fee. (See below.) Most students who have pursued their program on a part-time basis will normally not have paid the minimum program fee and will, therefore, be charged a balance degree fee at the time of graduation. The balance is calculated on the individual student's pattern of study.

The M.Ed. program in Applied Psychology with specialization in Counselling 2 has required residence, which necessitates the payment of full-time fees.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, a 1 year full program fee must be paid in the year in which the residence requirements are undertaken. Upon completion of the residence the student must re-register and pay the post-program fee each year. (See below.)

M.A. Degree Candidates

The minimum program fee for either a six or eight half-course program is equivalent to a 1 year program fee. The ten half-course minimum program fee is equivalent to a 1.5 year program fee. The twelve half-course minimum program fee is equivalent to a 2 year program fee. Moreover, M.A. candidates who have undertaken the course requirements and, where applicable, the residence requirements but have not completed the thesis must re-register and pay the post-program fee each year until all the degree requirements have been met. (See below.)

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* The fees outlined here do not apply to candidates who commenced the M.Ed. prior to July 1, 1986.

Ph.D. Degree Candidates
The minimum program fee is equivalent to a 1 year program fee for each year of required residence. Upon completion of the residence the student must re-register and pay the post-program fee each year. (See below.)

Special Students
Full-time Special Students (see page 13) pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1 year program fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1988/89 academic year the fee for a half-course was $265.75 (Foreign Students, $1220).

POST-PROGRAM (RE-REGISTRATION) FEE: M.ED., M.A., ED.D., AND PH.D. CANDIDATES

M.Ed., M.A., Ed.D., and Ph.D. candidates who have completed the required residence (where applicable) and who have paid the required minimum program fee, but who have not completed other requirements for the degree, must re-register each year. If they do not, the degree candidacy may lapse. In the 1988/89 academic year, the post-program fee was $708 (Foreign Students, $3253) plus any applicable incidental fees.

M.Ed. and M.A. candidates in programs not requiring residence who have paid the required minimum program fee must pay the post-program fee as above if other degree requirements have not been completed.

DUAL REGISTRATION FEE FOR M.A. AND PH.D. CANDIDATES

A student who has been conditionally accepted into a two-year Ph.D. program in the same area of specialization but whose M.A. degree requirements in the Graduate Department of Education have not been completed by September 30 in time for Fall Convocation may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee and must re-register (but no fee is required) as an M.A. candidate. If the student is recommended for conferral of the M.A. degree before January 20, he or she will receive Ph.D. credit for the full session. If the requirements for the M.A. degree are not completed by January 20, the Ph.D. registration will be cancelled and the student will continue to be registered as an M.A. candidate only. No residence credit toward the Ph.D. will be permitted. However, credit may be retained toward the Ph.D. for courses completed during that year. The student will be charged only the M.A. post-program fee plus appropriate incidental fees for the year in question.

FOREIGN STUDENT FEES

In accordance with the recommendations of the Ontario government students who are not Canadian citizens or permanent residents will be charged the higher fee unless exempted on the basis of status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective foreign students will be required to have a student authorization, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for a twelve-month period is $11 571 plus tuition fees. To determine living expenses for accompanying dependants, add $6940 for one dependant and add $1000 for each additional dependant.)

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full University housing dues, library fines, bookstore debts, or health service charges. At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must submit an Application to Graduate card (see page 30).

SUMMER SESSION STUDENTS

In the 1988 Summer Session the fee was $265.75 (Foreign Students, $1220) plus incidental fees. Summer fees are not charged to degree candidates who were registered in the previous Regular Session either full-time for at least one term or part-time for both terms. However, students commencing a degree program in the summer will pay the Summer Session fee. These fees are in addition to the Regular Session fees charged in September.

LATE PAYMENT FEE

A late payment fee of $35 plus $5 for each day of delay to a maximum of $85 will be assessed against any student registered in the Regular Session whose fees are not received at the Fees Department by the dates to be announced in the registration material that will be sent to the student.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one term) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees may be paid at any time but is due by January 15 without further notice and is subject to a service charge.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge calculated from September 15 and first assessed on October 15. In the 1988/89 academic year the service charge was 1.5% per month (19.56% per annum compounded).

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of Graduate Studies. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Regular Session. In the 1988/89 academic year the minimum charge was $50.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

STUDENT FINANCIAL SUPPORT

OISE GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, the Institute offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistants at OISE are represented by the Canadian Union of Educational Workers, Local 7 (located on the 10th floor, Suite 10-202, telephone 923-6641 ext. 2568). Applications will be considered on the basis of the applicant's ability to assist in research and field development activities. Departmental recruitment needs and seniority in the bargaining unit will also be considered. All new applicants to a full-time degree or diploma program are eligible to apply. Current students continuing in the same degree or diploma program should refer to the information on the application form regarding eligibility requirements. From September 1988 to April 1989 a Graduate Assistantship carried a maximum value of $8077 (excluding 4% vacation pay) and a minimum value of $4845 (excluding 4% vacation pay). The value of the Assistantship is determined each year. Please note that the majority of students receiving Assistantships are *not* funded at the maximum level.

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees*. Payment of fees is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For further information and application forms, write to:

Admissions
Office of Graduate Studies, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

Completed applications must be received in the Office of Graduate Studies before February 1, 1989.

OISE SCHOLARSHIPS

The OISE Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Those eligible to be considered for OISE Scholarships are: (1) new full-time applicants to a degree program; (2) part-time degree students who will be beginning their first year of required residence in the September or January next following the time of recommendation for scholarships; (3) full-time degree students who have begun but not completed, at the time of recommendation, their first term of full-time study. Scholarship holders must be registered as full-time students in one of the four degree programs in the Graduate Department of Education.

Scholarships for the 1988/89 academic year were offered in the amount of $8500 over a twelve-month period. It is anticipated that OISE Scholarships will have at least the same value in the 1989/90 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the length of required academic residence in the degree program.

Scholarship recipients cannot concurrently hold an OISE Graduate Assistantship or a major award with a value of $2000 or more per academic term.

It is important to note that an OISE Scholarship is for the specified amount. Payment of fees is the responsibility of the scholarship holder.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education established the Clifford C. Pitt Scholarship to provide a measure of recognition for the many contributions Dr. Pitt made as the Institute's second Director. The scholarship will be awarded annually to an Ed.D. student for the period of required residence. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. The value of the scholarship for the 1988/89 academic year was $9500. It is anticipated that the scholarship will have at least the same value in the 1989/90 academic year. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Institute established this scholarship to provide a measure of recognition for the many contributions Dr. Shapiro made as Director of the Institute. The scholarship will be awarded annually to a doctoral student for the period of required academic residence. Candidates will be nominated by each of the OISE departments within the Graduate Department of Education on the basis of academic merit and the potential for significant research and scholarly contribution to the field of study. The value of the scholarship for the 1988/89 academic year was $9500. It is anticipated that the scholarship will have at least the same value in the 1989/90 academic year. Payment of fees is the responsibility of the scholarship holder.

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honor of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time students of OISE with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. An individual may be considered for and awarded the fellowship for more than one academic year.

At the time of application, a candidate must be:

(a) a resident in Canada, preferably in Ontario, twenty-five years of age or over;

(b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE's admission policy;

(c) in full-time paid employment for at least two continuous years prior to enrolment at OISE; and

(d) in need of financial assistance.

Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to past contribution to the educational or related field must be submitted by this date along with an outline of the applicant's financial position.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar.

The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to past contribution to education must be submitted by this date along with an outline of the applicant's financial position.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honor of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2500-word essay on the thesis.

In keeping with OISE's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to the competitors. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation, including transcripts, teacher certification, reference letters, résumé, and an outline of the applicant's financial position must be submitted by this date. The thesis is available from both the OISE R.W.B. Jackson Library and the Robarts Library at the University of Toronto. The essay must be submitted to the Registrar in the Office of Graduate Studies by March 1.

OISE/CIDA SCHOLARSHIPS FOR INTERNATIONAL STUDENTS

Applicants from Least Developed Countries (LDCs) are eligible for scholarships jointly funded by the Canadian International Development Agency (CIDA) and the Ontario Institute for Studies in Education. A total of six scholarships per year are available for eligible LDC applicants and include air fare, tuition, living allowance, books, etc., up to $13 000 per year. These scholarships are tenable for study at either the M.Ed., M.A., Ed.D., or Ph.D. level, and recipients will be required to complete their chosen program within specified time limits. LDC applicants are eligible for these scholarships if *(a)* graduate programs are not available in their desired area of study in their country, *(b)* their desired program of study is consonant with stated development objectives in their country, *(c)* their employment in the area of study is guaranteed, following completion of their studies at OISE, *(d)* their sponsoring institution agrees to continue their usual salary to support their family while they are at OISE, and *(e)* they meet established OISE/University of Toronto admission requirements.

Those applicants who believe they are eligible for these scholarships should request an OISE/CIDA LDC Scholarship Application at the same time as requesting an Application for Admission. The deadline for all documentation to be received in the Office of Graduate Studies, OISE, is February 1, 1989.

BURSARY ASSISTANCE

OISE Bursaries are available, on the basis of need, to full-time students who are registered in a degree program in the Graduate Department of Education and whose continuation in that program is in jeopardy for financial reasons. Special or part-time students are not eligible. The bursary is not considered to be a source of long-term funding for a student's program, but is intended to be a bridge for a temporary lack of funds. First-year students are normally not eligible for consideration until the second Regular Session term. Students with scholarship support or who are eligible for OSAP are normally not eligible for bursary funding. Application is through the OISE department.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $3170 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and permanent residents as of October 30, 1988. Preference is given to Ontario residents.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department.

(b) For prospective full-time students: Fellowship Section, Ministry of Colleges and Universities, P.O. Box 4500, Station P, Thunder Bay, Ontario P7B 6G9.

The deadline for submitting applications for the following academic year is mid-October.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $12 240 in 1988/89.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually early November for the following academic year, but it will be announced by the home department in the fall.

(b) For prospective full-time students: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4. Closing date is November 15 for the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $7500

The Federation of Women Teachers' Associations of Ontario offers three fellowships of $7500 each for advanced graduate study in education. The first, the Ruby Kinkead Fellowship, is awarded for doctoral study at the University of Toronto. The second, the L. Dorothy Martin Fellowship, is for doctoral study in education at any university of the applicant's choice. The third, the Florence I. Henderson Fellowship, is for doctoral study in education at any accredited Canadian university. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered.

In addition, the Shirley Stokes Scholarship of $5000 is available for postgraduate studies in women's studies. Applicants must be members of the Federation of Women Teachers' Associations of Ontario.

Further details and application forms are available from the Executive Director, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS – $7000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7000 each. It also offers three fellowships for Religious Studies in the amount of $7000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the General Secretary, Ontario English Catholic Teachers' Association, 65 St. Clair Avenue East, Toronto, Ontario M4T 2Y8. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15 000 payable over a two-year period to an OPSTF member pursuing full-time studies leading to a Ph.D. degree in educational studies, or up to $7500 within a one-year period to a member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The Dr. R. L. Lamb Scholarship pays up to $7500 to an OPSTF member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The OPSTF Golden Anniversary Awards provide financial assistance to OPSTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact the Ontario Public School Teachers' Federation Awards Committee, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for application is January 31, 1989 (midnight postmark).

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totalling $22 000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIPS – TWO AWARDS – $5000 EACH

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate, valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5000 grants to female students to assist them with university studies that will qualify them for careers serving people by improving the quality of their lives. (As an example, but not limited to the following: providing medical services; providing legal counselling and assistance; serving women by counselling mature women entering or reentering the labor market; providing counselling for battered women; administrative positions in women's centres; counselling and training women for non-traditional employment.) An applicant, to be eligible, must be:

(a) a female and a Canadian citizen or permanent resident;

(b) registered in a graduate program of studies in an accredited university and pursuing a course of studies that will lead directly to a career of service to people generally;

(c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from the Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 and must be submitted by January 31 to the address indicated on the application form.

NAOMI GRIGG FELLOWSHIP FOR POSTGRADUATE STUDIES IN GERONTOLOGY

The Soroptimist International of Toronto provides for a fellowship with a maximum value of $7500 to be awarded to a student enrolled full-time in a graduate program whereby additional specialized professional qualifications in an area of study related to gerontology are acquired. (As an example, but not limited to the following: health care, housing, and social, legal, psychological, and recreational services.) An applicant, to be eligible, must be:

(a) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;

(b) registered in an accredited postgraduate degree program and specializing in an area of study related to gerontology;

(c) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of

not less than four years and a commitment to this area of study;

(d) intending to spend a minimum of two years after the time of study working in this field in Canada.

Application forms are available from the Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 and must be submitted before March 31 to the address indicated on the application form.

Please Note: Notices are posted outside the Office of Graduate Studies (11th floor lounge) pertaining to awards other than those listed here.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse. Contact Gaye Fuller in the Office of Graduate Studies, OISE, for more information.

Part-time students should apply to the OISE Alumni Association Emergency Fund. Application forms are available in the OISE departments.

Courses of Instruction

Courses of instruction are numbered according to the OISE department with which they are primarily identified.

The first two digits in the course number designate the department; e.g., the 11 in 1125F,S,H and the 31 in 3124F,S,H refer to the Department of Adult Education. (See the table of contents of this Bulletin for the number key.) Normally the initial digit 1 indicates a master's-level course and 3 a doctoral-level course.

Most are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course. Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours.

A full course normally meets for two terms. In the case of full courses running all year a Y will be assigned after the course number. An A indicates a full course in first term and B a full course in second term.

Summer Session courses will have S for half-courses and B for full courses after the course number.

Since OISE represents the University of Toronto Graduate Department of Education, all courses carry the identifier EDT before the course number on the record system.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of Graduate Studies. The form must be in the Office of Graduate Studies by September 4 for first term and full year courses, by December 15 for second term courses, and by June 15 for Summer Session courses. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 13 for first term courses and courses running all year and January 26 for second term courses. November 10 is the last day to withdraw without academic penalty for first term courses and March 2 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal). Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has a number of incomplete courses, others must be added to fulfil the degree requirements.

The following grade submission dates are mandatory. They represent the dates the grades are due in the Office of Graduate Studies. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will be determined by the instructor.

First Term: First term grades for full and half-courses are due by January 20. May 20 is the final date for SDF designations to be replaced by a grade or an FZ.

Second Term: Second term grades for full and half-courses running all year are due by May 20. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.

Summer Session: Summer Session course grades are due by September 30. January 20 is the final date for SDF designations to be replaced by a grade or an FZ.

Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See page 16.)

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of Graduate Studies is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students in mid-June. Summer Session grades will be mailed toward the end of October.

EXAMINATIONS AND GRADES

The grading practices of the Graduate Department of Education fall within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and have the following features:

(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and − to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A−, B+, B, B−, or FZ.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts:

INC: Incomplete: a report assigned by the instructor or departmental review committee, normally as a final report where coursework is not completed but where there are not grounds for assigning a failing grade. This is a final report and may only be altered on departmental request with the approval of the Associate Dean of the Division. It carries no credit for the course and is not considered for averaging purposes.

IPR: In progress: a report assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA: No grade available (to replace NR: Not received): a report assigned by SGS in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. It must be replaced by a regular grade or by another non-grade course report assigned by the instructor. It carries no credit for the course and is not considered for averaging purposes.

SDF: Standing deferred on the basis of incomplete coursework. This report may be assigned by the departmental review committee* upon an instructor's recommendation for medical or similar reasons or, under exceptional circumstances, for academic reasons. Documentation concerning the circumstances must be attached to the instructor's original marks list when the SDF is first assigned. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and, except in the most extenuating circumstances, no later than the SGS grade submission deadline following the original one for that course. The deadlines for submission of letter grades to replace SDF grade reports are as follows:

Summer Session courses, January 20
First term (A,F) courses, May 20
Full session (Y,H) courses, September 30
Second term (B,S) courses, September 30

Any SDF still outstanding after that deadline (or a new one established by the departmental review committee) will be changed to a failing grade. SDF carries no credit for the course and is not considered for averaging purposes.

WDR: Withdrawal without academic penalty. WDR is assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP: Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

GRADING PROCEDURES

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

(d) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

(e) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

(f) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal to the OISE Degrees and Appeals Subcommittee, through the Office of Graduate Studies (see page 16).

Any student whose work is judged to be unsatisfactory by the Graduate Department of Education may be required to withdraw at any time.

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario sont en anglais. Cependant, les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeurs dont les noms apparaissent ci-dessous.

Nous recommandons aux étudiants de bien vouloir rencontrer le(s) professeur(s) au préalable s'ils souhaitent remettre leurs travaux en français.

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* At OISE, this is the Degrees and Appeals Subcommittee.

Department of Adult Education
M. D. Ellis
A. M. Thomas
A. M. Tough
D. N. Wilson

Department of Curriculum
M. Canale (Centre de recherches en éducation franco-ontarienne)
S. Carroll (Centre des langues modernes)
J. P. Cummins (Centre des langues modernes)
M. B. Harley (Centre des langues modernes)
S. Lapkin (Centre des langues modernes)
R. Mougeon (Centre de recherches en éducation franco-ontarienne)
M. K. Swain (Centre des langues modernes)

Department of Educational Administration
M. Holmes

Higher Education Group
R. Hayhoe
I. Winchester

Department of History and Philosophy of Education
C. M. Beck
A. Prentice

Department of Measurement, Evaluation, and Computer Applications
S. Churchill
G. Hanna
L. D. McLean
R. S. McLean
R. G. Ragsdale

Department of Sociology in Education
M. Eichler
M. Heller (Centre de recherches en éducation franco-ontarienne)
D. W. Livingstone
C. P. Olson
G. W. West

Department of Special Education
I. Davidson
E. Geva
L. Siegel
J. Wiener

Voir page 53 (section « Interdisciplinary Focuses in Graduate Studies ») pour une description des cours en français, sous la rubrique « Études en français ».

Interdisciplinary Focuses in Graduate Studies

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE that may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines).

The focuses described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at the Institute in relation to their professional roles, interests, and long-term goals.

In the listings it is not indicated whether the courses mentioned are half-courses or full courses. It will be necessary to check with the course schedule or the department concerned.

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE includes both research and development related to applied problems. The research and development programs are coordinated through the Centre for Applied Cognitive Science. Put simply, Applied Cognitive Science is an attempt to exploit knowledge of information-processing systems and of human cognitive functioning in the understanding and improvement of educational activities. Applied Cognitive Science is concerned with such school-related problems as the structure of basic skills underlying oral and written language and numeracy as well as the higher-order knowledge and processes leading to expertise in reading, writing, science, social studies, and the like. The term cognitive is not intended to restrict the field to intellectual concerns but to include cognitive approaches to emotional, motivational, and social behavior and exploration into the nature and remediation of learning difficulties.

Faculty from four departments participate in the Applied Cognitive Science focus: Applied Psychology (Janet Astington, Carl Bereiter, Robbie Case, Clifford Christensen, David Olson, Sandra Palef); Curriculum (Floyd Robinson, Gordon Wells); MECA (William Olivier, Marlene Scardamalia, Graham Scott); Special Education (Esther Geva, Daniel Keating, Peter Lindsay, Linda Siegel). Students will be advised by faculty from their home departments.

Courses available to students wanting to develop a focus in Applied Cognitive Science include: 1200 Introduction to Educational Psychology; 1206 Seminar: Learning and Cognitive Processes in Education; 1226 Selected Problems in Educational Psychology; 1233 Psychological Analysis of Educational Issues: Conceptual Dimensions; 1234 Foundations of Cognitive Science; 1237 Intellectual Development and Instructional Design; 1313 Language, Literacy, and the School Curriculum; 3200 Research Seminar on the Cognitive Processes in Education; 3209 Psycholinguistics: Language, Thought, and Instruction; 3220 Analysis of Learning Tasks; 3237 Recent Theoretical Advances in Intellectual Development; 3312 The Linguistic Analysis of Interaction in Educational Settings; 3313 Advanced Seminar in Language and Learning: Theory and Practice; 3502 Computer-Supported Intentional Learning Environments.

Other courses may be included with the faculty advisor's approval.

CANADIAN STUDIES IN EDUCATION

Most instructors make extensive use of Canadian materials or deal with Canadian issues and problems in illustrating the particular subject matter of their courses.

Students who are primarily interested in focussing on Canadian Studies in Education may wish to choose among the following courses: 1403 and 1404 History of Education in Canada; 1416 Ontario Education; 1417 Politics in the History of Canadian Education; 1424 Religion, Ideology, and Social Movements in the History of North American Education; 1425 Canadian Working-Class History and Its Relation to the Schools; 1443 Values Education Practicum; 1449 The Theory of Law and the Teaching of Law in the Schools; 3101 Major Programs and Issues in Adult Education; 1659 Evaluation of Current Issues in Ontario Education; 1801 The History of Higher Education in Canada: An Overview; 1802 Research Seminar in Higher Education in Canada; 1805 The Community College.

In addition, a number of courses deal with education in relation to specific groups in Canada: 1426 (women); 1428, 1212, and 1214 (immigrants); and 1903 and 3428 (minorities).

The following faculty have a major interest in Canadian Studies in Education: James Draper, Dormer Ellis, and Alan Thomas (Adult Education); Aaron Wolfgang (Applied Psychology); Garnet McDiarmid (Curriculum); Howard Russell (Curriculum and MECA); Willard Brehaut (History and Philosophy of Education and Higher Education); and John Eisenberg, Alison Prentice, and Harold Troper (History and Philosophy of Education). Students with an interest in the Franco-Ontarian area should contact the Franco-Ontarian Centre.

COMMUNITY COLLEGE

A variety of OISE departments offer courses that could be combined in a program focussed on the Community College. Depending on the student's interest, a program could include courses from Adult Education, Curriculum, Educational Administration, the Higher Education Group, MECA, and Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Michael Skolnik (Higher Education Group); Lynn Davie and Alan Thomas (Adult Education); Richard Townsend (Educational Administration); William Olivier (MECA).

Examples of courses that might be of interest are: 1100 Outline of Adult Education; 3101 Major Programs and Issues in Adult Education; 3125 Continuing Education of Professional Personnel: Principles, Modes, and Problems; 3018 Governing Education: A Seminar on Politics; 1805 The Community College; 1807 Strategic and Long-Range Planning for Postsecondary Systems; 1809 Administration of Colleges and Universities; 1811 Institutional Research and Planning; 1814 Curriculum in Institutions of Higher Education; 1815 Teaching in Institutions of Higher Education; 1816 Conceptions of Learning in Higher Education; 1818 Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions; 1824 The Planning of Facilities in Higher Education; 1841 Public Finance and Higher Education; 1842 Higher Education and the Labor Market; 1505 Instructional Programming.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in the focus permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society. Available courses are found in the departments of Adult Education, Higher Education, and Sociology in Education. Academic coordination of the focus is in the Department of Adult Education. Students interested in this area should consult the description of the Comparative, International, and Development Education focus in Adult Education, and the course offerings in Higher Education and Sociology in Education, in their respective sections of this Bulletin.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance, and social construction, of sexuality, gender, ethnicity/race, language, and class to social, educational, and communicative competencies and capacities; neo-Marxist ethnography; analysis of cultural forms in writing, text, film, youth styles; the culture of the school; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third World education; ideologies; education and the labor market; historical-sociological studies of state formation and moral regulation; teachers as workers; and development of critical teaching materials and strategies.

Faculty actively working in this focus are: Edmund Sullivan and Jack Quarter (Applied Psychology); Malcolm Levin and Dieter Misgeld (History and Philosophy of Education); Roger Simon (Curriculum); Philip Corrigan, Madan Handa, David Livingstone, Roxanna Ng, Paul Olson, and Gordon West (Sociology in Education).

Interested students should review the courses offered by participating faculty and consult either Roger Simon or David Livingstone.

EARLY CHILDHOOD

As with other focuses, students from many OISE departments may develop an emphasis in early childhood. However, two departments – namely, Applied Psychology and Curriculum – pay particular attention to this area through specific courses designed for studies in early childhood and encourage students to initiate research in the area of early childhood.

Focus advisors in the above two departments are Otto Weininger (Applied Psychology) and Ellen Regan (Applied Psychology and Curriculum).

EDUCATION AND THE CREATIVE ARTS THERAPIES

There are a number of courses offered in the various departments of the Institute that may be combined by students wanting to develop a focus in education and the creative arts therapies. (It should be noted, however, that the study of the creative arts as they are used in the general curriculum of schools is available through the Department of Curriculum.)

This focus is intended for understanding the creative arts in the general education of all students and as therapeutic tools in diverse educational contexts: for example,

1. for "normal" students and adults, as aids to healthy personality development;
2. for slow learners including those with varying degrees of retardation and/or malfunction in normal school situations, as helping therapies;
3. for physically handicapped students in "special" settings;
4. for those involved in the processes of psychotherapy;
5. for any educator, as aids in the reflexive consideration of the individual's own life and of the social order of the school.

Entrance to this focus is strictly limited. Applicants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this focus. The intention is to provide a clearer understanding of the foundation of creative arts therapies, and to make students aware of the readings, research literature, and philosophy of methodology, and of the place of the creative arts therapies in the general curriculum. It is expected, therefore, that students interested in this focus will be teachers in schools where "special students" are in classrooms with regular students; teachers in schools for "special students"; those with a general interest in the creative arts for normal personality development; counsellors; those who will work in an adjunct capacity to psychotherapists; teachers of adult education and leaders in recreation who will be concerned with human growth and potential and with clients such as the aged or the deprived. The focus is specifically *not* intended to provide professional training for specialist creative arts therapists.

Although faculty members teaching courses within this focus have disparate approaches to the creative arts therapies, they all view these activities as educational tools that assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the relation of creative behavior and learning. The following faculty members are available for consultation: Richard Courtney and Joyce Wilkinson (Curriculum) and Otto Weininger (Applied Psychology).

ÉTUDES EN FRANÇAIS

Le Département de curriculum et le Département de sociologie de l'éducation offrent un certain nombre de cours en français à Toronto. Il s'agit des cours suivants : 1942 Langue, culture et éducation ; 1330/3330 Linguistique descriptive et éducative du français ; 1328 Le français canadien d'un point de vue éducatif et sociolinguistique ; 1335 L'éducation des minorités linguistiques et culturelles : l'analyse comparative de la politique éducative ; 1338 La compétence communicative ; 1339 L'évaluation de la compétence langagière.

Prière de vérifier auprès de votre professeur si le cours est offert.

De plus, le Département de curriculum, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme de M.Ed. qui s'intitule « Langue et éducation » et dont la langue d'enseignement est le français. Ce programme est composé des *cours à distance* suivants : 1300 Fondements du curriculum ; 1328 Le français canadien d'un point de vue éducatif et sociolinguistique ; 1330 Linguistique descriptive et éducative du français ; 1333 Introduction à la linguistique théorique et descriptive ; 1335 La politique et l'éducation en langue française ; 1337 Bilinguisme et éducation (section française) ; 1338 La compétence de communication ; 1339 Évaluation de la compétence langagière ; et 1382 Introduction à la linguistique appliquée.

De même, le Département de sociologie de l'éducation, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme de M.Ed. qui s'intitule « Société et éducation » et dont la langue d'enseignement est le français. Ce programme est composé des *cours à distance* suivants : 1900 Introduction à la sociologie de l'éducation ; 1903 L'éducation multilingue et multiculturelle : l'analyse sociologique ; 1904 La stratification sociale et le système scolaire ; 1926 Déviance de l'étudiant et réaction de l'école ; 1929 L'école et la communauté ; 1942 Langue, culture et éducation ; 1660 Introduction à la recherche empirique en éducation ; 1972 L'éducation et la sociologie de la femme et des rapports entre les sexes ; 1426 L'histoire des femmes et l'éducation au Canada.

Ces programmes sont offerts à des groupes d'étudiants chaque année, dans des localités déterminées. Toutefois, les étudiants de Toronto peuvent se joindre au groupe qui suit les cours à l'extérieur de Toronto après avoir obtenu la permission de leur professeur. Les deux demi-cours de résidence d'été à l'intérieur du programme hors-campus seront normalement offerts sur le campus de l'Université Laurentienne à Sudbury.

Pour tout renseignement, veuillez contacter le Bureau des études supérieures de l'IEPO, au poste 2608.

THE FORUM FOR ARTS AND MEDIA EDUCATION

The Forum is a cooperative enterprise between faculty members of OISE and the Faculty of Education, University of Toronto, with liaisons to the Faculty of Music, University of Toronto, and the Ministry of Education, Ontario. Its purpose is to improve arts and media education at the pre-/in-service and graduate levels and to improve research and development. Applications for pre-/in-service programs should be addressed to the Registrar, Faculty of Education.

There are three emphases within the Forum. The General Arts emphasis is known as Route A. Route B is in Education and the Creative Arts Therapies (see above), and Route C is for "specialist" arts teachers in either music or drama or visual arts. These offerings are intended for the experienced teacher of the arts with a specialist interest in music education, dramatic arts education, or visual arts education.

Graduate students undertaking degrees in Education with specialization in arts and media education must apply to the Department of Curriculum. Applicants must satisfy all the normal regulations of the University of Toronto School of Graduate Studies and of the department. Students from the Graduate Centre for Study of Drama and the Faculty of Music, University of Toronto, who require options should initially discuss their program with a full-time graduate faculty member of the Forum. Program details change annually. Please contact Richard Courtney of the Department of Curriculum for current course information.

Students follow an individually designed program, in consultation with their faculty advisor, to meet their specific academic and professional needs. Note, however, that students in Route C have the following required courses: 1300, 1367, 1368, 1398, 1399.

The following OISE faculty members are actively involved in the Forum. Richard Courtney (Curriculum: drama/performance/play, aesthetics, research); Vivian Darroch-Lozowski (Applied Psychology: language of the arts, media, therapy); Walter Pitman (Director, OISE: arts and culture policy, Artist-in-Schools); Ronald Silvers (Sociology in Education: visual arts, media, photography); Otto Weininger (Applied Psychology: play, therapy); Joyce Wilkinson (Curriculum: creative arts, drama/play). Both David Booth of the University of Toronto Faculty of Education (in areas of drama, language, and media) and Natalie Kuzmich (in music and computer applications) are active participants in the Forum, along with Louis Stokes and Sandra Shiner.

INSTRUCTIONAL/EDUCATIONAL TECHNOLOGY

Students and faculty involved with this focus engage in the study and practice of systematic instruction, utilizing as fully as desirable aids such as film, television, and computers. The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, though group instruction is still an important part. Faculty from Applied Psychology, Adult Education, Higher Education, Curriculum, and Measurement, Evaluation, and Computer Applications (MECA) work in this focus spanning the age range from early childhood to adult, from schooling to university to continuing education.

Emphasis is on instructional design and evaluation, taking account of what is known about human learning and development along with the artistic exploitation of the various media. Opportunities are available for practicum experiences in photography, graphics, film and television production, and computer-assisted instruction, but students should not expect to become specialists in the technical aspects of media and computers. The high standard of production needed to realize educational objectives requires the involvement of experts in these areas. Depending upon their prior experience and choice of practicum studies, students may work toward careers in educational television production, industrial training, and management as well as teaching and research.

Relevant courses would include: 1500 Computers and Individualized Instruction (W. P. Olivier and I. R. Rubincam); 1501 Computer-Guided Instruction (S. Churchill and W. P. Olivier); 1505 Instructional Programming (W. P. Olivier and I. R. Rubincam); 1509 Educational Technology and Production Design (W. P. Olivier); 1511 Computer-Assisted Language Instruction: Level I (S. Churchill); 1518 Educational Technology: Instructional Design (W. P. Olivier); 3503 Educational Technology: Interactive Video/Graphics (W. P. Olivier); 3511 Computer-Assisted Language Instruction: Level II (S. Churchill); 1818 Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions (Staff); 3220 Analysis of Learning Tasks (C. Bereiter); 3222 Analysis of Teaching Strategies (M. Orme); 1305 Techniques for Improving Teaching (B. S. Kilbourn).

Interested students should contact the focus advisor in their department or W. P. Olivier in MECA.

MORAL/VALUES EDUCATION

Staff involved in the field of moral/values education who are members of graduate faculty include: Clive Beck, Deanne Bogdan, Dwight Boyd, and John Eisenberg (History and Philosophy of Education); Jack Quarter and Edmund Sullivan (Applied Psychology); Johan Aitken (FEUT, Curriculum); John Davis and Mark Holmes (Educational Administration). In addition, many members of the OISE Field Services staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum assistance. These include: Peter Evans (Ottawa); Jack Miller (St. Catharines); Floyd Robinson (North Bay); and John Ross (Peterborough). Further, several members of the staff of the Faculty of Education, University of Toronto, are active in the area of moral/values education.

Courses of relevance to students interested in this focus include: 1116 Learning Values in Adulthood (C. M. Beck); 1209 Seminar: Social Psychology and Education (J. Quarter); 3247 Cooperative and Community Development: Social, Psychological, and Educational Perspectives (J. Quarter); 3248 Workplace and Organizational Democracy: Social, Psychological, and Educational Perspectives (J. Quarter); 1438 Ethical Issues in Schooling (C. M. Beck); 1441 Moral Education (D. R. Boyd); 1443 Values Education Practicum (J. A. Eisenberg); 1485 Literature and Values Education (J. L. Aitken); and 3441 and 3443 Research Seminar in Moral Education: Parts I and II (D. R. Boyd).

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Courses now offered include: 1203 Practicum in Counselling, in a multicultural setting (M. Guttman and J. C. Weiser); 1212 Psychological Aspects of Counselling and Teaching New Canadians (A. Wolfgang); 1213 Intercultural Practicum (P. Gamlin); 1214 Research Seminar in Multicultural Studies (A. Wolfgang); 1317 Theory of Second-Language Teaching (B. Harley); 1336 Second-Language Learning (B. Harley); 1337 Bilingual Education and Bilingualism (J. P. Cummins); 1428 Immigrant Concerns in the History of Education (H. M. Troper); 1429 Ethnicity and the History of Canadian Education (H. M. Troper); 1903 Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education (R. Ng); 1941 Comparative Education: Third World Alternatives (M. L. Handa); 1942 Language, Culture, and Education/Langue, culture et éducation (M. Heller); 1948 Sociology of Race and Ethnic Relations (M. L. Handa);

3221 The Assessment of Developmental Differences in Thinking Applied to Multicultural Contexts (P. Gamlin); 3234 Research Seminar in Multicultural Studies (P. Gamlin); 3428 Minority Concerns and Education in Canadian History: Selected Topics (H. M. Troper); 3903 Multiracial and Multicultural Education in Comparative Perspective (M. Heller).

As with other focuses, students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto graduate departments, notably Sociology, History, and Anthropology. Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines – e.g., sociology, psychology, history, anthropology.

RELIGIOUS EDUCATION

Staff involved in religious education or closely related areas include: Clive Beck and Christopher Olsen (History and Philosophy of Education); Donald Brundage (Adult Education); Edmund Sullivan (Applied Psychology); Madan Handa (Sociology in Education); and Jack Miller (Curriculum). Further, several members of staff at the Toronto School of Theology and the Institute for Christian Studies are engaged in research in this area and are willing to interact with students on an informal basis.

Courses of relevance to students interested in this focus include: 1116 Learning Values in Adulthood (C. M. Beck); 1366 The Holistic Curriculum (J. Miller); 1424 Religion, Ideology, and Social Movements in the History of North American Education (H. M. Troper); 1441 Moral Education (D. R. Boyd); 1480 Religious Education (C. M. Beck); 1482 The Nature and Development of Religious Knowledge in Education (E. C. Olsen); 1483 Education and Philosophies of Peace and Non-Violence (M. L. Handa and C. M. Beck); 3437 Research Seminar in Religious Education (C. M. Beck); 3446 Metaphysics and Human Traditions in Education (I. Winchester); 3480 Religious Dimensions of Social Ethics (E. V. Sullivan); 3481 Developing Religious Perspectives (C. M. Beck).

Students involved in this focus may also wish to take courses at the Graduate Centre for Religious Studies, University of Toronto.

THE NATURE AND DEVELOPMENT OF LITERACY

Literacy is a term that denotes forms of competence and sociocultural relations important in understanding and participating in modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make possible literacy, in school and societal settings.

Research interests pursued within this focus include: literacy, language, and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; and the sociocultural organization of literacy events.

Faculty involved in teaching and research on literacy include: Barbara Burnaby, James Draper, and Kathleen Rockhill (Adult Education); Carl Bereiter and David Olson (Applied Psychology); Johan Aitken (FEUT), Susanne Carroll, and Gordon Wells (Curriculum); Deanne Bogdan (History and Philosophy of Education); Peter Evans, Leslie McLean, and Marlene Scardamalia (MECA); Philip Corrigan, James Heap, Monica Heller, and Dorothy Smith (Sociology in Education); Esther Geva (Special Education).

Courses of possible interest to students include: 1125 Adult Basic Education; 3209 Psycholinguistics: Language, Thought, and Instruction; 3220 Analysis of Learning Tasks; 1313 Language and the School Curriculum; 1315 English at the Secondary School Level; 1326 Development and Evaluation of Children's Literature in the School Curriculum; 1327 Reading and Writing in the School: Elementary; 1386 Language, Power, and Possibility: Application to Curriculum; 3313 Advanced Seminar in Language and Learning: Theory and Practice; 1484 Philosophy of Literature and Literature Education; 1485 Literature and Values Education; 3502 Computer-Supported Intentional Learning Environments; 1928 The Social Organization of Knowledge; 1930 Sociology of Reading Activities; 1942 Language, Culture, and Education/Langue, culture et éducation; 1996 The Social Relations of Cultural Production in Schools; 3995 Applied Sociology of State Formation and Educational Policy.

The focus jointly sponsors a symposium series with the McLuhan Program in Culture and Technology of the University of Toronto. For information about the series and other focus activities contact James Heap (Sociology in Education), David Olson (Applied Psychology), or Gordon Wells (Curriculum).

WOMEN'S STUDIES AND EDUCATION

A series of courses and projects within various departments in the Institute may be developed into a focus for students interested in women's studies, gender relations, and sex differences and similarities. Some of the faculty involved are: Dormer Ellis and Kathleen Rockhill (Adult Education); Paula Caplan, Mary Alice Guttman, and Jeri Wine (Applied Psychology); Deanne Bogdan, Dwight Boyd, Ruth Pierson, and Alison Prentice (History and Philosophy of Education); Marjorie Cohen, Margrit Eichler, Mary O'Brien, and Dorothy Smith (Sociology in Education). A selection from the following courses, for example, might form a core for such an interdisciplinary focus: 1112 Women's Learning in the Development of Critical Consciousness; 3133 Qualitative Research: Theory and Practice in Adult Education; 1253 Feminist Issues in Counselling Psychology and Psychotherapy; 1414 Origins of Modern Schooling: Problems in Nineteenth- and Twentieth-Century Educational History; 1418 The Role of Education in Theories of Women's Emancipation; 1421 The History of Women and Education: I; 1422 Education and Family Life in the Modern World: I; 1426 The History of Women and Education in Canada; 1439 Gender and Education: Philosophical Issues; 3418 The Role of Education in Theories of Women's Emancipation: II; 3421 The History of Women and Education: II; 1907 Changes in Families and Policy Consequences for Government and Education; 1972 Education and the Sociology of Women and Gender Relations; 1973 Women and the Educational System; 1974 Gender and Education: Socioeconomic Issues; 3953 Canadian Political Economy and Education; and 3972 Advanced Research Seminar on Feminist Theory, Methodology, and Education.

Other courses that do not deal directly with women but are pertinent to the problem area are also available. They are best selected in consultation with one of the above-mentioned faculty. A complete listing of courses related to women or gender roles may be obtained from the Centre for Women's Studies in Education (8th floor).

The following projects housed in the Institute's Centre for Women's Studies in Education are also potential resources as well as sources of assistantships for students interested in this area: Women's Educational Resources Centre, OSIS Sex Equity Project, Parent Tutoring of Learning Disabled Children, Teaching the Scientific Study of Sex and Gender, Resources for Feminist Research/Documentation sur la recherche féministe, Women and Unemployment Insurance Policy, Ontario/Quebec Teachers, and Canadian Women's Indexing Group.

Course Offerings by Department

The courses of instruction offered through the various OISE departments are described in the following pages.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. All students should consult the most up-to-date schedule of courses, since some departments cannot at the time of publication of this Bulletin indicate the session in which the course is offered, and others may be forced, because of scheduling difficulties, to make changes.

Continuing students should note the deadline for pre-enrolment in courses, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

Faculty members listed are as of January 1, 1989. Applicants may wish to consult the individual OISE department regarding faculty who may be on sabbatical leave during the coming academic year.

Adult Education

LYNN E. DAVIE, *Ph.D. (Wisconsin)*
Associate Professor, and Chairperson of the Department
(adult learning; community education; community development; computer applications; small-group dynamics)

Admission inquiries should be directed to:
ALAN M. THOMAS, *Ph.D. (Columbia)*
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

Graduate Studies Academic Secretary:
DAVID N. WILSON, *Ph.D. (Syracuse)*
Professor
(comparative, international, and development education; planning and evaluation of occupational training systems; manpower and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor, and Developing Human Resources Coordinator
(organization and group dynamics; program evaluation; research methods)

CLIVE M. BECK, *Ph.D. (New England)*
Professor, cross-appointed from History and Philosophy of Education

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Professor
(education for family living; research and development related to the family; adult learning)

BARBARA J. BURNABY, *Ph.D. (Toronto)*
Associate Professor
(cross-cultural language and literacy; English as a second language; Native education; adult basic literacy)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(cross-cultural, comparative, international studies; adult basic education and literacy; non-formal adult education; community development; Asian studies)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(empirical research including longitudinal studies of professional groups; projects concerning linguistic minorities and women; statistical analysis)

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Professor
(comparative and international education; planning education for social development, especially in developing countries; educational policy studies; evaluation of reform projects)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; transformations in learning perspectives)

DIANA J. IRONSIDE, *M.A. (Syracuse)*
Associate Professor
(experiential and self-directed learning; organization development and change; counselling and support services for learners; women's access to learning)

ANGELA R. MILES, *Ph.D. (Toronto)*
Associate Professor
(community education, development, and change; women's studies as an aspect of adult learning; feminist theory/analysis)

WALTER G. PITMAN, *M.A. (Toronto)*
Professor, and Director of OISE
(adult and continuing education; community education; international development)

KATHLEEN ROCKHILL, *Ph.D. (California at Berkeley)*
Associate Professor
(qualitative approaches to research; language and ethnicity; feminist studies; critical theory)

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Professor
(the long-term future of human civilization; fundamental priorities; teaching about global issues; intentional changes; self-planned learning projects)

ADMISSION TO THE DEPARTMENT OF ADULT EDUCATION

The Department of Adult Education welcomes applications to its graduate programs in adult education from qualified candidates from Ontario, Canada, and abroad. The department is interested in attracting persons who are concerned with issues of adult learning and practice. We are especially interested in candidates who are intellectually curious and thoughtful, with demonstrated intellectual excellence and a flair for approaches to problems so that adult education can better serve society.

Admission procedures are described on pages 11 to 13 of this Bulletin. *Please note that February 1, 1989,* is the absolute deadline for receiving applications to all certificate and degree programs for 1989/90.

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated, and must select among a large number of candidates who satisfy minimum admission requirements as stated on pages 28 to 35 of this Bulletin; consequently a number of qualified applicants are disappointed. In some cases the committee may suggest reapplication for a later year.

In addition, the Department of Adult Education requires that a résumé be submitted along with the application form for all programs. The résumé must provide clear and complete information about: the student's past experience in adult, or related, aspects of education; learning objectives within the proposed graduate program; and the ways these objectives will enhance the student's anticipated contribution to the field and to future career goals.

The admissions committee considers (1) academic record, (2) letters of reference, and (3) the résumé. All candidates are expected to have a minimum of one year of experience related to adult education. Makeup work may be required of students as a condition of admission. Further information about admissions and/or criteria can be obtained from the department.

PROGRAMS OF STUDY

As adults in ever larger numbers undertake learning in formal and informal settings, adult education has developed as a field of study concerned with the provision of learning resources for them. The Department of Adult Education at OISE offers courses in adult learning and education in a wide variety of settings. We study the nature and the facilitation of adult learning, the counselling of adult learners, the political concerns of providing learning resources for adults, and international and comparative adult education.

The general approach to learning in the Department of Adult Education is based on belief in the individual's ability to take responsibility for his or her own learning, and to learn in cooperation with others. As much as possible, we try to ensure that learning is relevant to the student's particular needs, background, or interests.

Programs of study in Adult Education are available at the certificate, master's, and doctoral levels. They are designed to further the practical and theoretical expertise of men and women working in such areas as learning, teaching, planning, counselling, administration, and research in educational or training programs for adults.

Each student's program is self-constructed and may be focussed on topics of interest where sufficient faculty expertise exists. In addition to the faculty interests listed, three areas of concentration are described in more detail below. A student may elect to enter the department in the General Program of Adult Education, at either the certificate, master's, or doctoral level, or may enter a specific "area of concentration," sometimes called a "focus." In all cases, each student is assigned to a faculty advisor who will assist the student in selecting the courses and learning experiences most suited to her or his own needs. Advisors sometimes suggest that certain courses basic to the understanding of the field of adult education and of the theory and processes of adult learning be taken early in the program. Course descriptions in this Bulletin should be read carefully and discussed with the faculty advisor or with the individual instructor.

Students may include in their program courses offered by other OISE and University of Toronto graduate departments. OISE students, with the approval of their faculty advisor and the Office of Graduate Studies, are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE courses.

Further information about any of the programs can be obtained from the Department of Adult Education.

GENERAL PROGRAMS

CERTIFICATE IN ADULT EDUCATION

The Certificate program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities: administration and teaching in the CAATs, manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses within the Department of Adult Education. The Developing Human Resources concentration requires two additional half-courses. Courses taken while a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto, including OISE.

Fees for the Certificate program are those specified in the Fees section of this Bulletin for the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid.

Inquiries are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

All Master of Education programs with specialization in Adult Education fall under Option I: ten half-courses plus a comprehensive examination/requirement (see page 29).

At least five of the ten half-courses each student is required to complete should be taken within the department. It is recommended that 1100 Outline of Adult Education be taken during the student's first term. The M.Ed. Integrative Seminar in Adult Education (1142) is an integral part of the M.Ed. comprehensive requirement, except for those students choosing the comprehensive examination alternative, and should be taken during the student's final coursework term. This seminar, designed to assist students in preparing for successful completion of the comprehensive requirement via the integrative paper or research project alternatives, concentrates either on the integration of theories, scholarly writing, and research or on the design and conduct of research in adult education.

There are three alternatives available for fulfilling the comprehensive requirement:

(a) a five-hour comprehensive examination; *(b)* a comprehensive integrative paper, focussing on one or more topics in the field and reflecting course concepts, theories, and scholarly writing and research; *(c)* a research project in which an appropriate methodology or approach (e.g., quantitative, qualitative, historical) is used to investigate a research problem in the field. In addition to sections on problem definition, methodology, and results, the paper reporting the results of the research must include a comprehensive literature review.

Whichever alternative is chosen, the comprehensive requirement must be fulfilled within twelve months of completion of the last half-course in a student's program.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Arts program consists of twelve half-courses and a thesis. (See pages 31 to 32 for general requirements.) Occasionally the number of half-courses may be reduced if the student is granted credit for previous university study in adult education. Every program should include at least four half-courses in Adult Education and two half-courses in research methodology. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 33 to 34.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied, emphasizing the application of knowledge to problem-solving.

The overall program for the degree includes courses, a comprehensive examination for students commencing the Ed.D. program after July 1, 1987, and a thesis project, and should include study in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The program will include a minimum of eight half-courses, four of which shall be taken in the Department of Adult Education (unless an exception is approved by the faculty advisor), and may include three half-courses in field work and practica. The student's program normally includes course 3102H.

OFF-CAMPUS COURSES IN ADULT EDUCATION *(Certificate and M.Ed. in Adult Education students only)*

The department is currently offering some courses off-campus and by means of distance education and computer linkages in Ontario. The admission requirements for the M.Ed. degree program and for the Certificate program are the same for the off-campus courses as for the regular campus program. Information materials for both off-campus and on-campus courses to be offered in the 1989 Summer Session and 1989/90 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus programs may be considered.

Off-campus and distance-delivered courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of Graduate Studies.

AREAS OF CONCENTRATION

An applicant may apply to either the General Program in Adult Education or to one of three areas of concentration as described here. If the choice is the latter, the specific concentration must be indicated on the application.

COMMUNITY DEVELOPMENT

The Community Development concentration is designed primarily for practitioners responsible for programs in community settings where learning is an essential component of developmental programs designed to further community goals. Community development learning is a part of a larger goal of social action. The Community Development concentration is on program planning structures, interpersonal communication, social and political structures, including gender relations, and the evaluation of community educational programs. These courses are related to the special programs in community psychology offered by the Department of Applied Psychology.

The Community Development concentration may be included in M.Ed., M.A., or Ed.D. programs. While many of the courses offered in Adult Education may be included with course projects directed toward community development application, the following courses are particularly recommended: 1105 Community Education and Development; 1106 Small-Group Experience and Theory; 1112 Women's Learning in the Development of Critical Consciousness; 1122 Practicum in Adult Education; and 1136 Political Economy of Adult Education. In addition to these courses, it is recommended that a program include the core course in Applied Psychology that delineates essential issues in community psychology. The complete program should be arranged in consultation with a faculty advisor. Further information may be obtained from Lynn Davie, James Draper, or Kathleen Rockhill.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in this area of concentration permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society.

Available courses may be of interest to Canadian students who wish to work and live in other cultures, who wish to understand their own educational reality better by comparing it with other societies, or who wish to better understand the educational and social systems from which many learners come in our multicultural society; and to foreign students who wish to relate their studies at OISE more directly to their own societies and learning systems.

The courses and faculty most directly involved in this area of concentration are in the departments of Adult Education and Sociology in Education, and in the Higher Education Group. Responsibility for academic coordination of the specialization is within Adult Education. Faculty actively working in this area are: James Draper, Joseph Farrell, Alan Thomas, and David Wilson (Adult Education); Madan Handa, David Livingstone, and Gordon West (Sociology in Education); and Ruth Hayhoe (Higher Education Group).

Students with a strong interest in this area would ordinarily enrol in a regular degree program in Adult Education, Sociology in Education, or Higher Education, noting this as their special interest. However, some students may wish to explore the utility for them of an M.Ed. for Special Purposes. Further information regarding academic program content can be obtained from Joseph Farrell, Coordinator.

The following courses are available within this area. Those identified as "basic" are courses which students seriously interested in the area are advised to consider. Other courses provide opportunity for students to pursue specialized interests within the overall focus framework. Course numbers beginning with 11 and 31 are in Adult Education; 18 and 38 are in the Higher Education Group; 19 and 39 are in Sociology in Education.

BASIC COURSES

Master's Level: 1114 Comparative Studies in Adult Education; 1127 Education and Social Development; 1128 Comparative Education: The Development of Third World Educational Systems; 1139 Introduction to Comparative, International, and Development Education; 1920 Comparative Adolescence: The Global Mediation of Race, Imperialism, Class, and Gender Through Age; 1941 Comparative Education: Third World Educational Alternatives; 1825 and 1826 Comparative Education: Part I and Part II.

Doctoral Level: 3940 Comparative Societies: Economic Change, the State, and Schooling; 3114 Methodologies for Comparing Educational Systems.

SPECIALIZATION COURSES

Master's Level: 1105 Community Education and Development; 1125 Adult Basic Education; 1138 Social Foundations of Adult Learning; 1806 Systems of Higher Education; 1904 Social Stratification and School Systems.

Doctoral Level: 3101 Major Programs and Issues in Adult Education; 3108 Controversial Issues in Development Education; 3116 Adult Education in Cross-Cultural Contexts; 3930 Innovations in Education: A Comparative Analysis; 3935 Revolutionary Movements and Education; 3954 Educational and Economic Development in Third World Countries from a Marxist Perspective.

DEVELOPING HUMAN RESOURCES (DHR)

Developing Human Resources is rapidly emerging as a recognized area of concentration or focus within adult education. This concentration is designed to examine learning concepts and to develop skills in organization development, consultation, planned change, staff development, management, and leadership training. DHR draws students from such varied organizations as business, government, labor unions, recreation agencies, voluntary associations, the media, and educational institutions.

New students in the DHR program are charged an additional fee (beyond the regular sessional fees) to provide a special event which supports the formation of a peer learning group. Over the past few years, this additional fee has been in the range of $350–$600.

The DHR concentration is taken in the context of an Adult Education program leading to the degree of M.Ed., M.A., or Ed.D. (Under special circumstances, a candidate can be accepted in the Certificate program.) Students may pursue the DHR on a full- or part-time basis, but must fulfil the residence requirements of the particular degree program undertaken. Enrolment in the DHR program is limited to twenty new students each year.

Important: In addition to the regular OISE application form, there is a supplementary application form for the DHR specialization. This supplementary form can be obtained by writing or calling the DHR Coordinator, 923-6641, ext. 2240. This supplementary application form must be returned directly to the DHR Coordinator in the Department of Adult Education by February 1.

COURSES

Although the following courses are listed in the Bulletin, not all are offered in any given year. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of Graduate Studies.

Students are required to be present at the first meeting of all courses, unless they have made a previous arrangement with the instructor.

A course is identified with this department when the first two digits in the course number are 11 or 31. Courses at the 1100 level are generally considered introductory, while those at the 3100 level are more advanced or specialized. This does not imply, however, that doctoral students cannot receive credit for 1100-level courses, or that master's students cannot take 3100-level courses. Students are encouraged to read the Bulletin and consider any courses offered in other departments that may be relevant to their own program.

1100 F,S OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all M.Ed. students enrol in 1100 F,S during the first term of their program.

Staff

1101 F,S PROGRAM PLANNING IN ADULT EDUCATION

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.

L. E. Davie, D. J. Ironside, or staff

1103 F,S METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the research process. Topics will include: problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for Ed.D. students during their residence and for M.A. students during their program. Non-thesis students may participate with permission of the instructor.

M. D. Ellis, or staff

1105 F,S COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; discussions on the methods, evaluation, and training relating to community education and development.

J. A. Draper, or staff

1106 F,S SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice.

The particular structure and focus of this course vary each time it is offered.

Staff

1108 F,S INTENTIONAL CHANGES (Pass/Fail)

An opportunity to survey the wide variety of paths, methods, and areas that adults choose in their highly intentional change efforts and learning projects. Particular topics include personal growth, clarifying one's own paths and options, the central importance of the person, and implications for practice.

A. M. Tough, or staff

1109 F,S PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society; emergent issues of concern to parents; skills and methods for working with parents.

Students will share in the setting of

learning objectives for the seminar and will be required to participate in the preparation and presentation of projects related to selected areas of study.
D. H. Brundage, or staff

1110 F,S BASIC PROCESSES IN FACILITATING ADULT LEARNING
A theoretical and experiential study of learning processes and the procedures facilitators can use in group settings to enhance the development of desired learning processes. Self-direction and an interdependent climate are emphasized. Opportunities to critique perspectives (of self and others, of learning, of knowledge, of facilitation) underlying the course and one's work are provided.
V. R. Griffin, or staff

1111 F,S POTENTIAL FUTURES: IMPLICATIONS FOR EDUCATORS
An exploration of various possible futures for human civilization. Implications for our fundamental priorities, for education and learning, and for one's own personal and professional future. Methods include instructor presentations, discussion, self-selected reading, and progress reports.
A. M. Tough, or staff

1112 F,S WOMEN'S LEARNING IN THE DEVELOPMENT OF CRITICAL CONSCIOUSNESS
An exploration into the experience of the development of critical consciousness by women, its meaning and experience as a learning process, and its depiction in literature, theory, and research. The focus is upon how women learn that their personal world is socially structured and reproduced in their learning and education. Topics to be addressed include: feminist perspectives on women in education, women as learners, social construction of "the feminine," ideology and consciousness, women in educational discourse, the phenomenology of feminist consciousness, the personal as political, current theories about adult education, as well as ethical and political issues in education for the development of critical consciousness. Participants will be expected to draw upon their own experience, published literature, and visual media.
K. Rockhill, or staff

1113 F,S THE MATURATION PROCESS AND ADULT LEARNING
An examination of adult learning and development with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.
D. H. Brundage, or staff

1114 F,S COMPARATIVE STUDIES IN ADULT EDUCATION
An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
A. M. Thomas, or staff

1116 F,S,H LEARNING VALUES IN ADULTHOOD
This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.
C. M. Beck

1117 F,S CONSULTING SKILLS FOR ADULT EDUCATORS
The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
W. E. Alexander, or staff

1118 F,S GROUP PROBLEM-SOLVING IN ADULT EDUCATION

During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS) – a semi-structured problem-solving process that uses both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (*Psychosynthesis*), as well as other theories of group behavior. The remainder of the course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS will be given during the weekend following the third class session. The workshop will begin on Friday evening and continue to Sunday afternoon.

W. E. Alexander, or staff

1120 F,S FOUNDATIONS OF ADULT COUNSELLING

An introductory course that explains some of the concepts of human behavior and the issues, theories, and principles involved in the field of adult counselling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program will be of interest to people who are practising in the counselling, academic, and health areas as well as those working with individuals in service agencies and in community and employment activities.

Staff

1122 F,S PRACTICUM IN ADULT EDUCATION (Pass/Fail)

An opportunity, in a field setting, to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designers of their own custom-built programs, though faculty, student, and field supports are available. Guidelines are available from the department.

Prerequisite: Permission of the instructor, obtained at least two months before the course begins.

D. J. Ironside, or staff

1124 F,S THE PLANNING, IMPLEMENTATION, AND EVALUATION OF OCCUPATIONAL TRAINING INSTITUTIONS AND PROGRAMS

This course will examine traditional and innovative approaches to occupational training. Both preservice and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.

D. N. Wilson, or staff

1125 F,S ADULT BASIC EDUCATION

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.

J. A. Draper, or staff

1127 F,S EDUCATION AND SOCIAL DEVELOPMENT

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art"

papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J. P. Farrell, or staff

1128 F,S COMPARATIVE EDUCATION: THE DEVELOPMENT OF THIRD WORLD EDUCATIONAL SYSTEMS

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a data base and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
D. N. Wilson, or staff

1130 F,S A PARTICIPANT-DIRECTED SEMINAR: LEARNING IN ORGANIZATIONS

This course is oriented toward students who have a special interest in the application of adult education principles in an organizational context. In this course, participants create and operate their own "Learning Organization." The general purpose of this organization is to meet the learning needs of the participants as these needs are identified by them. A second, usually interrelated purpose is to explore the dynamics and development of the Learning Organization, including the obstacles that impede organizational growth.

This course is open only to DHR students who have spent the preceding Summer Session course(s) together.

Prerequisite: Permission of the instructor.
W. E. Alexander, or staff

1131 F,S SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.
Staff

1133 F,S INTRODUCTION TO QUALITATIVE RESEARCH IN ADULT EDUCATION

This course is concerned with approaches to research that use data gathered through participant observation, open-ended interviewing, biographical interviewing, or the collection of other verbal and observational data. The course provides students with an opportunity to design and conduct a research project drawing on various strategies of qualitative research.

Prerequisite: Permission of the instructor.
L. E. Davie, or staff

1135 F,S PRACTICUM IN ORGANIZATION DEVELOPMENT

An opportunity, in the setting of a large organization, to develop professional skills related to some aspect of organization development. Students and instructor identify learning objectives, select field agencies, and design activities to fulfil those objectives. Guidelines are available from the department.

Prerequisite: Permission of the instruc-

tor, obtained at least two months before the course begins.
D. J. Ironside, or staff

1136 F,S POLITICAL ECONOMY OF ADULT EDUCATION

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. The course draws particularly from the work of Marx, Freire, and the indigenous Canadian political economy tradition initiated by Innis. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.
Staff

1137 F,S EVALUATION OF ADULT EDUCATION PROGRAMS

Examination of several evaluation models and their application to programs developed for adult learners. Seminars, simulations, and presentations by the instructor will be used.
L. E. Davie, or staff

1138 F,S SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas, or staff

1139 F,S INTRODUCTION TO COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

This course serves as the basic core course for the Institute's graduate studies focus in comparative, international, and development education. It focusses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J. P. Farrell and *D. W. Livingstone*

1140 B ADULT EDUCATION AND DEVELOPING HUMAN RESOURCES

Developing Human Resources is defined in this course as the application of adult education principles in an organizational context. The course will first explore the nature of these principles. Specific dimensions of the organizational context and their relationship to adult education principles will be examined through an experiential design. Some dimensions that may be examined in depth include power and organizations, self-regulatory processes, heterarchy and hierarchy, participatory decision-making, organizational culture, principles of socio-technical design, and the concept of the Learning Organization.

Open to DHR students only (see page 64).

Prerequisite: Permission of the instructor.
W. E. Alexander

1141 F,S ORGANIZATIONS AND THE ADULT EDUCATOR: HISTORICAL AND THEORETICAL PERSPECTIVES ON ORGANIZATION DEVELOPMENT

An opportunity to gain a theoretical framework for the adult educator's work as change agent and learning consultant with organizations involved in a process of change. A range of historical and theoretical perspectives from the Industrial Revolution to emergent societal paradigm shifts will be examined, so that students can develop their own value-based conceptual frameworks. The course is designed in a resource-based mode; that is, it uses a variety of learning strategies.
D. J. Ironside, or staff

1142 F,S M.ED. INTEGRATIVE SEMINAR IN ADULT EDUCATION (Pass/Fail)

This course is designed for students who are completing the coursework portion of an M.Ed. degree program, to assist them in integrating what has been learned in diverse courses and other learning experiences in their program, to examine systematically links between different bodies of theory and practice in the field, and to develop an intellectually coherent understanding of the theory and practice of adult education. This course is an integral part of the department's M.Ed. comprehensive requirement, and should be taken in, or as near as possible to, a student's last term of coursework.

For Adult Education M.Ed. students who have chosen either the research project or integrative-paper/comprehensive alternative.

Prerequisite: Permission of the Graduate Studies Academic Secretary.

Staff

1152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

3101 F,S MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.

Staff

3102 H THESIS RESEARCH SEMINAR IN ADULT EDUCATION (Pass/Fail)

This seminar will deal with issues relating to the design of thesis research. Emphasis will be given to an in-depth analysis of the epistemology, philosophical stance, validity, and ethics of various methodological designs and data collection strategies. While the course may be taken by any student who has had some background preparation in research design (at least one course in research design), it is most appropriately taken concurrently with preparation of the research proposal. Support groups will be formed of students with similar research interests.

Prerequisite: One or more courses in research.

L. E. Davie, or staff

3108 F,S CONTROVERSIAL ISSUES IN DEVELOPMENT EDUCATION

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.

D. N. Wilson, or staff

3111 F,S THEORIES OF PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

The major theories of psychological development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.

Staff

3112 F,S EDUCATIONAL GERONTOLOGY

This seminar will focus on an examination of the learning processes, needs, and contexts of adults in the mid-years and older. Topics will include preretirement education, intellectual functioning in old age,

family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.
Staff

3114 F,S METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to *(a)* the special analytical problems faced when using comparative data, and *(b)* the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson, or staff

3116 F,S ADULT EDUCATION IN CROSS-CULTURAL CONTEXTS

Discussions relating to the impact of culture on adult learning and teaching styles; effective cross-cultural communication; the sensitivities, knowledge, and skills required for living, working, and undertaking research in cultures other than one's own.
J. A. Draper, or staff

3117 F,S LEARNING AND THE LAW

Continuing education systems – that is, educational systems available throughout individual lifespans – are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.
A. M. Thomas, or staff

3118 F,S SEMINAR: CONTEMPORARY POLICY ISSUES IN CONTINUING EDUCATION IN CANADA

A seminar devoted to examining planning and policy issues associated with the evolution of "continuing education" systems in Canada. Continuing education in this context is meant to include the entire formal and non-formal education system from kindergarten to advanced studies. The seminar will be conducted by three staff members – Farrell, Thomas, and Wilson – with participation from other members of the department and outside the Institute. The initial focus of attention will be on the new federal programs in manpower development.

Prerequisite: Permission of one of the instructors.
A. M. Thomas, J. P. Farrell, and *D. N. Wilson*

3124 F,S ADVANCED SEMINAR: BASIC PROCESSES IN FACILITATING ADULT LEARNING

Collegial seminar for intensive examination of selected issues arising in course 1110 F,S.

Prerequisite: Completion of 1110 F,S and permission of instructor.
V. R. Griffin, or staff

3125 F,S CONTINUING EDUCATION OF PROFESSIONAL PERSONNEL: PRINCIPLES, MODES, AND PROBLEMS

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review attempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.
K. Rockhill, A. M. Thomas, or staff

3131 F,S SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.
Staff

3133 Y QUALITATIVE RESEARCH: THEORY AND PRACTICE IN ADULT EDUCATION

Qualitative approaches to research are explored, critiqued, and applied by participants to a research project of their choice. Issues in the application of the social-phenomenological perspective to the study of education by adults are of central concern. A range of perspectives will be considered, including ethnomethodology, symbolic interactionism, ethnography, hermeneutics, critical theory, and the feminist critique. Methodological problems in the conduct of field work, analysis, interpretation, explanation, and presentation are related to theory and practice.

Prerequisite: Permission of the instructor.

K. Rockhill, or staff

3152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

Applied Psychology

MARY ALICE GUTTMAN, *Ph.D. (Wisconsin)*
Professor, and Chairperson of the Department
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education, and counselling)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor, and Associate Chairperson of the Department and Academic Secretary
(mental retardation; early childhood education; assessment techniques; personality and motivational factors)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(counselling supervision; family systems)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(educational and psychological testing; vocational theory and career development)

JANET W. ASTINGTON, *Ph.D. (Toronto)*
Assistant Professor
(linguistic and cognitive development; theory of mind)

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(cognitive processes in school learning; development of thinking abilities; instructional psychology)

ANDREW J. BIEMILLER, *Ph.D. (Cornell)*
Associate Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

PAULA J. CAPLAN, *Ph.D. (Duke)*
Professor
(psychology of women; sex roles; research methodology; children's learning and attention problems)

ROBBIE CASE, *Ph.D. (Toronto)*
Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(developmental, cognitive, and instructional psychology)

CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor
(counselling psychology; controlling effects of social stimuli)

VIVIAN DARROCH-LOZOWSKI, *Ph.D. (Alberta)*
Associate Professor
(biographical narrative; language of the arts; interpretive and imaginal thought)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor
(motivation and learning; clinical and academic assessment)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor
(coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor, cross-appointed from Special Education, and Coordinator, OISE Psychoeducational Clinic

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Professor
(school psychology; teacher consultation and in-service training; classroom intervention strategies; ethnic identity development)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, cross-appointed to the

Department of Linguistics, University of Toronto, and Co-Director of the McLuhan Program in Culture and Technology, University of Toronto
(language development; cognitive development; theory of instruction)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

SANDRA R. PALEF, *Ph.D. (Toronto)*
Associate Professor
(psychoanalysis and psychotherapy – theory and technique)

LARRY E. PASS, *Ph.D. (Alberta)*
Associate Professor
(counselling psychology; cognitive behavioral approaches to counselling; group counselling; counsellor supervision)

NIVA PIRAN, *Ph.D. (Texas)*
Associate Professor
(psychometric and projective testing; psychotherapy; group therapy; psychoanalytic theory; cognitive and personality development; psychopathology; eating disorders)

JACK QUARTER, *Ph.D. (Toronto)*
Professor
(community psychology and community development; education programs for worker cooperatives, the workplace, and organizational democracy)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Professor, cross-appointed to Curriculum
(early childhood/elementary education; classroom studies with focus on teacher beliefs/decisions; parent beliefs/perceptions with reference to child learning practices)

MARGARET S. SCHNEIDER, *Ph.D. (York)*
Assistant Professor
(community psychology; adolescent sexuality; research methodology; feminist issues)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor
(effects of mass media on cognitive development; community psychology and community development; critical research methods in community settings; critical pedagogy and cultural studies)

OTTO WEININGER, *Ph.D. (Toronto)*
Professor
(psychodynamic object relations theory; techniques of diagnosis and psychotherapy; play theory and research; early childhood education; attachment theory and subsequent developmental processes)

JOHN C. WEISER, *Ed.D. (Missouri)*
Professor
(counselling psychology; counsellor education; process and outcome in counselling; psychosynthesis)

JERI D. WINE, *Ph.D. (Waterloo)*
Professor
(feminist counselling and psychotherapy; community psychology; feminist perspectives on social interaction and human relationship)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Professor
(nonverbal communication; teaching, counselling, and adjustment of New Canadians)

ASSOCIATED INSTRUCTORS:

ESTER COLE, *Ph.D. (Toronto)*
Senior Psychologist, Toronto Board of Education

ESTHER GELCER, *Ph.D. (Toronto)*
Chief Psychologist, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto

NINA JOSEFOWITZ, *Ph.D. (Toronto)*
Director, Glendon College Counselling and Career Centre

MARY MORRIS, *Ph.D. (Toronto)*
Psychologist – private practice

RUDOLPH L. PHILIPP, *Ph.D. (Queen's)*
Psychologist – private practice

LANA STERMAC, *Ph.D. (Toronto)*
Psychologist, Clarke Institute of Psychiatry, Toronto

JOHN WILLIAMS, *Ph.D. (Missouri)*
Counselling Psychologist, Student Counselling Services, University of Waterloo

BRENT WILLOCK, *Ph.D. (Michigan)*
Chief Psychologist, C.M. Hincks Treatment Centre, Toronto

INTERNSHIP SUPERVISORS:

JUDITH A. SILVER, *Ph.D. (Toronto)*
Coordinator of Internship & Counselling Services, Applied Psychology Department, OISE

MICHAEL BAGBY, *Ph.D. (York)*
Staff Psychologist, Metropolitan Toronto Forensic Service

JERRY BECKERLE, *Ph.D. (Michigan State)*
Chief Psychologist, Toronto East General Hospital

RICHARD BERRY, *Ph.D. (York)*
Director, SAFE-T Program, Thistletown Regional Centre, Rexdale

GALE BILDFELL, *Ph.D. (McMaster)*
Psychologist, Toronto East General Hospital

EDWARD BLACKSTOCK, *Ph.D. (City University of New York)*
Chief Psychologist, Peel Board of Education, Mississauga

HARVEY BROOKER, *Ph.D. (Indiana)*
Senior Psychologist, Adult Services, Clarke Institute of Psychiatry, Toronto

ANDREW CANCELLIERE, *Ph.D. (University of Health Sciences, Chicago School of Medicine)*
Clinical Neuropsychologist, Hugh MacMillan Medical Centre, Toronto

ARTHUR CASPARY, *Ph.D. (Waterloo)*
Staff Psychologist, C.M. Hincks Treatment Centre, Toronto

EVELYN CHALLIS, *Ph.D. (Union Graduate School)*
Coordinator of Intern Training Program, Counselling and Development Centre, York University

VAUGHAN CHURCH, *Ph.D. (Emory)*
Senior Psychologist, Queen Street Mental Health Centre, Toronto

THOMAS A. CLARKSON, *Ph.D. (Windsor)*
Psychoeducational Consultant, North York Board of Education, Toronto

ESTER COLE, *Ph.D. (Toronto)*
Senior Psychologist, Toronto Board of Education

REX COLLINS, *Ph.D. (Toronto)*
Psychologist, Sunnybrook Medical Centre, Toronto

D. BARRY COOK, *Ph.D. (Toronto)*
Psychologist – private practice

KRYSTYNA DRONSEJKO, *Ph.D. (Waterloo)*
Chief Psychologist, Queen Street Mental Health Centre, Toronto

RITA EAGLE, *Ph.D. (New York)*
Head of Psychological Services, Adventure Place, Willowdale

MARCIA GRAGG, *Ph.D. (Windsor)*
Psychologist, Windsor Western Hospital Centre

NORMAN JOHNSTON, *Ph.D. (Wayne State)*
Director of Research and Development, Jackson Smye Inc., Willowdale

NIRA KOLERS, *Ph.D. (Toronto)*
Psychologist, Adventure Place, Willowdale

MARY KONSTANTAREAS, *Ph.D. (Toronto)*
Professor of Psychology and Psychiatry, University of Toronto, and Head of Research, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto

DELROY LAUDEN, *Ph.D. (Bristol)*
Psychologist, Adolescent Services, Thistletown Regional Centre, Rexdale

TOBY LEVINSON, *M.A. (Toronto)*
Head, Program for the Employed, Clinical Institute, Addiction Research Foundation, Toronto

CHARLES MARINO, *Ph.D. (Edinburgh)*
Director, Atkinson Counselling Centre, York University

MORT MATES, *Ph.D. (George Peabody)*
Senior Psychologist, Queen Street Mental Health Centre, Toronto

JOHN MUNN, *Ph.D. (Toronto)*
Staff Psychologist, C.M. Hincks Treatment Centre, Toronto

VINCE MURPHY, *Ed.D. (Boston)*
Director, Children's Services, Integra Foundation, Toronto

NATHAN POLLOCK, *Ph.D. (Toronto)*
Psychologist, Forensic Service, Clarke Institute of Psychiatry, Toronto

DOUGLAS QUIRK, *M.A. (Toronto)*
Senior Psychologist, Ontario Correctional Institute, Brampton

JOSEPH REGAN, *Ph.D. (Toronto)*
Psychologist, St. Michael's Hospital, Toronto

DMYTRO REWILAK, *Ph.D. (Alberta)*
Staff Psychologist, Baycrest Centre for Geriatric Care, Toronto

RICHARD ROGERS, *Ph.D. (Utah State)*
Senior Psychologist & Coordinator of Research, Metropolitan Toronto Forensic Service

JEREMY SAFRAN, *Ph.D. (British Columbia)*
Director, Cognitive Therapy Unit, Clarke Institute of Psychiatry, Toronto

BRUCE WHITEHOUSE, *M.A. (Toronto)*
Chief Psychologist, Scarborough Board of Education

W. LARRY WILLIAMS, *Ph.D. (Manitoba)*
Director, Behaviour Management Program, Surrey Place Centre, Toronto

BRENT WILLOCK, *Ph.D. (Michigan)*
Chief Psychologist, C. M. Hincks Treatment Centre, Toronto

DONALD YOUNG, *Ph.D., Ed.D. (Toronto)*
Psychologist & Clinical Supervisor, Queen Street Mental Health Centre, Toronto

KENNETH ZUCKER, *Ph.D. (Toronto)*
Psychologist, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto

PROGRAMS OF SPECIALIZATION

Please direct inquiries for this department to the academic secretary of the department.

The Department of Applied Psychology offers the following degree programs in three major areas:

—Educational Psychology: M.Ed., Ed.D., M.A., and Ph.D. programs

—Counselling Psychology: M.Ed. and Ed.D. programs

—School Psychology: M.A. and Ph.D. programs, plus M.A., Ph.D., M.Ed., and Ed.D. programs in Early Childhood

A Master of Education for Special Purposes is available. See section on page 88 below and the "Interdisciplinary Focuses" section of this Bulletin.

The Department of Applied Psychology does not ordinarily consider applications for admission to degree programs commencing in January.

ADMISSION REQUIREMENTS

Basic admission requirements for all degree programs are outlined on pages 28 to 35 in this Bulletin.

—M.Ed.: see pages 28 to 29 and the particular M.Ed. specializations in this section. The new M.Ed. programs pertain to students commencing in the 1986 Summer Session and thereafter.

—M.A.: see page 31.

—Ed.D.: see page 33.

—Ph.D.: see pages 34 to 35.

In addition, some of the programs in this department will have specific requirements relative to the nature and length of the program. Any such requirements will be found with the description of the programs listed below. Applicants should always consult the basic admission requirements listed earlier in the Bulletin as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Applied Psychology.

Although the minimum requirement for admission is a mid-B standing in undergraduate study, students normally need a higher academic standing to compete effectively with the large number of good applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students may be admitted. Program admission committees reserve the right to determine which applicant may be admitted to their program (see items 2*(b)* and 3 on the page opposite the Contents page of this Bulletin).

Applications are obtainable from the Office of Graduate Studies. For further information see pages 11 to 13 of this Bulletin.

Deadline for all new applications is February 1. All continuing students must submit pre-enrolment forms for course selection by April 13. While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in some courses well before this date.

Normally, students apply to one specialization, but under certain circumstances a student may apply for up to three specializations. Students applying to more than one specialization should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

PROGRAM REQUIREMENTS

All the programs in Applied Psychology adhere to the guidelines as outlined on pages 29 to 36 in this Bulletin with these exceptions: The M.A. in School Psychology is a two-year program after a four-year degree in psychology. The M.Ed. (2) in Counselling requires a four-year degree in psychology and full-time residence in the program. The Ed.D. (2) in Counselling requires two years of full-time study.

Courses of study are arranged in consultation with a faculty advisor after admission and will take into account not only the requirements listed on pages 29 to 36, but the student's background and individual needs, as well as the particular demands of the specialization.

Programs for the Ed.D. (2) in Counselling, the Ph.D. in School Psychology, and the Ph.D. in Educational Psychology have been planned so that graduates may meet the academic criteria for registration as a psychologist in Ontario through examination by the Ontario Board of Examiners in Psychology (OBEP). Students anticipating eventual registration are advised to plan their individual programs in conjunction with their faculty advisors to meet the academic criteria of OBEP. (See page 89 for information on OBEP registration.)

COMPREHENSIVE EXAMINATIONS

Ph.D. candidates in Educational Psychology and School Psychology, and Ed.D. candidates in Counselling (2) programs will be required to write comprehensive departmental examinations to cover their general psychology knowledge as well as their individual specialization.

EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. programs in Educational Psychology focus on applied cognitive science and community psychology. The M.Ed. and Ed.D. programs focus on the psychology of teaching and community psychology. Students interested in the M.Ed. and Ed.D. programs must indicate the focus they are interested in when they apply.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

The program features two different focuses. Students will be expected to apply for one of the two described below.

FOCUS ON TEACHING

This program emphasizes the psychology of instruction, and is intended primarily for teachers wishing to reflect on and improve their classroom teaching.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) Teacher certification;

(c) At least one year of professional experience.

Program of Study

Those admitted are expected to take at least six half-courses in the Department of Applied Psychology with an emphasis in Educational Psychology. Some students may pursue their degree under Option I, but students who anticipate possible admission to the Ed.D. in Teaching will be required to study under Option II. The program (which may be undertaken on a full- or a part-time basis) should be arranged in consultation with the student's faculty advisor.

FOCUS ON COMMUNITY PSYCHOLOGY

Designed primarily for individuals interested in a community orientation to social problems with an accent on social-class, gender, and ethnic issues.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) A year of professional experience.

Program of Study

Those admitted are expected to take at least four half-courses with a heavy emphasis in community psychology. Additional courses with an emphasis in community development may be taken in other departments of the Institute. A core course in community psychology and a practicum in a community setting will be required. Students may pursue this degree under Option I or Option II. However, students planning to seek admission to the doctoral program should follow Option II.

The complete program (which may be undertaken on a full- or a part-time basis) should be arranged in consultation with a faculty advisor.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

Students pursuing this degree must follow the Applied Cognitive Science focus or the Community Psychology focus.

FOCUS ON APPLIED COGNITIVE SCIENCE

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdisciplinary Focuses" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements

(a) A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.

(b) MAT and GRE scores are not required.

Program of Study

(a) Six half-courses;

(b) A thesis.

Residence Requirement

One year of full-time study. (See page 15.)

FOCUS ON COMMUNITY PSYCHOLOGY

The M.A. program is designed to introduce candidates to social psychological theory and research relating to community issues that involve an analysis of class, gender, and ethnicity.

Admission Requirements
(a) A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.

(b) MAT and GRE scores are not required.

Program of Study
(a) Six half-courses;

(b) A thesis.

Residence Requirement
One year of full-time study. (See page 15.)

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

This program features two different focuses. Students will be expected to apply specifically for one of the two described below.

FOCUS ON TEACHING

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; or to act as specialists in in-service training and as staff members in agencies offering psychological services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements
(a) A University of Toronto M.Ed. degree with specialization in Teaching, or the equivalent, with B+ standing or better;

(b) If accepted, a Qualifying Research Paper (see page 33), to be successfully completed before registration in the program.

Program of Study
(a) A minimum of eight half-courses, four of which must be in Applied Psychology;

(b) A thesis.

Residence Requirement
One year of full-time study. (See page 15.)

TEACHING WITH AN EMPHASIS IN MULTICULTURAL STUDIES

Students interested in combining their interests in teaching and multiculturalism at a doctoral level may do so by entering the Ed.D. in Teaching and focussing on multicultural studies. Eight half-courses are required, plus a thesis.

FOCUS ON COMMUNITY PSYCHOLOGY

This program is designed primarily for practitioners in community settings with either an educational or a social psychological emphasis, and for persons who wish to develop expertise leading to professions in community settings. Embedded in this focus is an interest in analysis of class, gender, and ethnic issues.

Admission Requirements
(a) A University of Toronto M.Ed. degree with specialization in Applied Psychology, or the equivalent, with B+ standing or better;

(b) If accepted, a Qualifying Research Paper (see page 33), to be successfully completed before registration in the program.

Program of Study
(a) A minimum of eight half-courses, four of which must be in Applied Psychology, with a heavy emphasis in community psychology, and must include a practicum in a community setting;

(b) A thesis, which normally involves community development for a community setting or a critical reflection upon an existing program.

Residence Requirement
One year of full-time study. (See page 15.)

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

The program features two different focuses. Students will be expected to apply for one of the two described below.

FOCUS ON APPLIED COGNITIVE SCIENCE

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdisciplinary Focuses" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements
A University of Toronto M.A. degree with specialization in Applied Cognitive Science, or the equivalent, with B+ standing or better. Applicants who hold other than the above degree must submit a copy of their thesis, if applicable, or a paper that represents their best work.

Program of Study
(a) A minimum of eight new half-courses, four of which must be in Applied Cognitive Science and will comprise the major, and four other courses normally divided into two minor areas;

(b) A comprehensive examination for all candidates who commenced the Ph.D. degree program after July 1, 1986;

(c) A thesis.

Residence Requirement
A minimum of two years of full-time study. (See page 15.)

FOCUS ON COMMUNITY PSYCHOLOGY

This program is designed primarily for persons desiring expertise in community psychology leading to professions in universities or in community settings (e.g., school boards, social agencies) as either researchers or practitioners. Embedded in this focus is an interest in analysis of class, gender, and ethnic issues.

Admission Requirements
(a) A University of Toronto M.A. degree with specialization in Applied Psychology, or the equivalent, with B+ standing or better;

(b) For candidates with non-thesis master's degrees, if accepted, successful completion of a Qualifying Research Paper (see page 35) before registration in the program.

Program of Study
(a) A minimum of eight new half-courses, four of which must be in community psychology and will comprise the major, and four other courses normally divided into two minor areas;

(b) A comprehensive examination for all candidates who commenced the Ph.D. degree program after July 1, 1986;

(c) A thesis.

Residence Requirement
A minimum of two years of full-time study. (See page 15.)

COUNSELLING PSYCHOLOGY

Applicants contemplating an M.Ed. program related to counselling should note that there are three alternative programs described below; they should consider each in relation to their own areas of interest. Note also that there are two Ed.D. programs.

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from the Registrar, Services Section, Ministry of Education, 18th floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling (1).

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) Teacher certification;

(c) At least one year of teaching experience.

In addition to the general requirements listed above, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:

(a) A course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level.

or

(b) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and one additional half-course in Applied Psychology.

or

(c) The Ontario Specialist Certificate in Guidance.

Program of Study

Candidates may pursue this program on a full- or part-time basis.

Students commencing the M.Ed. in Guidance and Counselling program July 1, 1986, and thereafter have the option of completing their program either under the Institute's Option I (ten half-courses plus a comprehensive examination) or under the Institute's Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

The program is planned by the student in consultation with the faculty advisor and cannot be reduced because of guidance certificates held. Within the four half-courses required in Applied Psychology every program must include counselling theory and a practicum experience.

Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

MASTER OF EDUCATION IN COUNSELLING (1)

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics and multicultural counselling, and community mental health centres.

Admission Requirements

(a) An undergraduate degree from the

University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) At least one year of relevant experience.

Program of Study
Students commencing the M.Ed. in Counselling (1) program July 1, 1986, and thereafter have the option of completing their program either under the Institute's Option I (ten half-courses plus a comprehensive examination) or under the Institute's Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

Individual programs will be worked out by the student in consultation with a faculty advisor. Within the four half-courses required in Applied Psychology every program will contain counselling theory and a practicum.

Students who complete this program and who possess a four-year undergraduate degree in psychology may apply for admission to either the Ed.D. (1) or (2). In the case of (2), however, the M.Ed. degree must have been pursued on a full-time basis.

MASTER OF EDUCATION IN COUNSELLING (2)

This program is limited to applicants who are planning to apply to continue their studies through the Ed.D. in Counselling (2) program. (See Ed.D. (2) program below.) However, admission to the M.Ed. (2) does not guarantee admission to the Ed.D. in Counselling (2). M.Ed. (2) students will be considered for admission to the Ed.D. (2) program together with all other applicants. Only a small number of applicants are accepted into this program each year.

Admission Requirements
(a) A University of Toronto four-year undergraduate degree in psychology, or an equivalent degree, with mid-B standing or better;

(b) No MAT or GRE score is required.

Program of Study
The M.Ed. degree program in Counselling (2) for students commencing July 1, 1986, and thereafter will be pursued under the Institute's Option II (eight half-courses plus a research project/paper). The research project/paper will be under the supervision of the student's faculty advisor. Students will plan their program in consultation with the faculty advisor. Every program will include counselling theory and practicum, which will constitute at least the equivalent of four half-courses in Counselling Psychology.

RESIDENCE REQUIREMENTS
Residence is required from September to April, which represents the Regular Session. (See page 15.) Normally six half-courses are taken during this period. The remaining two half-courses can be undertaken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY)

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two options – Ed.D. (1) and Ed.D. (2) – in the study of counselling at this level. They are distinguished from one another principally on the basis of the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the options themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

ED.D. IN COUNSELLING (1)

Counsellor training in this option emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting. Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements

In addition to the general requirements for admission to the Doctor of Education programs stated on page 33, the Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling from the University of Toronto, or an equivalent degree, with B+ standing or better.

(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

(c) Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, five of which must be in Counselling Psychology.

Residence Requirements

Each student must remain in residence at OISE for one full year, and in addition serve a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, and are encouraged to enter the year of residence within two years of admission to the program.

Internship Requirements

The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

Thesis

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

COUNSELLING WITH AN EMPHASIS IN MULTICULTURAL STUDIES

Students interested in combining their interests in counselling and multiculturalism at a doctoral level may do so by entering the Ed.D. in Counselling (1) and focussing on multicultural studies.

ED.D. IN COUNSELLING (2)

The principal emphasis in this option is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

Admission Requirements

The Department of Applied Psychology specifies the following:

(a) A four-year undergraduate degree in psychology from the University of Toronto, or an equivalent undergraduate degree.

(b) The applicant must normally hold an M.Ed. (2) degree with specialization in Counselling from the University of Toronto, or an equivalent degree, with B+ standing or better. Students who have the equivalent course requirements but lack the internship requirement of the M.Ed. (2) program may be admitted under the condition that this requirement will be included in the doctoral program.

(c) Applicants who hold an appropriate master's degree in psychology or a closely related area may be admitted to the Ed.D. (2) program.

(d) Applicants who hold an M.Ed. (2) or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study

Students will plan their individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in counselling psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues. Courses covering these areas are required. If a student has completed the M.Ed. (2) degree, eight half-courses will be required.

Students must take at least the equivalent of five half-courses in Counselling Psychology.

Residence Requirements

Two years of residence are required of students entering the Ed.D. (2) program.

Internship Requirements

All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience. Students entering the Ed.D. (2) program will undertake their first internship during their first year in residence. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. Students should plan to contact the Coordinator by May 15 in order to arrange the best match between student needs and field placement availability.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Examinations
In addition to normal course requirements, students will twice be examined systematically, once in general psychology and once in professional psychology. The first is a qualifying examination in general psychology, which will normally be taken during the first year of residence. It will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The second examination, to be taken upon completion of coursework requirements, is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

SCHOOL PSYCHOLOGY

The School Psychology Division offers programs in both School and Early Childhood.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school and community settings.

Admission Requirements
Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree in psychology. Those with three-year undergraduate degrees in psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

Program of Study
The program normally requires a minimum residence period of two academic years.

The program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis. At least nine half-courses should be taken in the Department of Applied Psychology, five of which must be in School Psychology.

Students in consultation with a faculty advisor will devise an individualized program that takes into account the student's academic and professional background and preferences, departmental rules, and course availability.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

Like the master's program above, this program is intended to prepare a person to help in the solution of practical psychoeducational problems, as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably find themselves in positions of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive applied and scientific preparation than is usually expected for positions requiring the master's degree.

Admission Requirements
Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in psychology or equivalent, and with the two-year M.A. (School Consultant Option) described above. However, a limited number of outstanding students holding an appropriate master's degree in psychology from elsewhere may be admitted to a two-year doctoral program.

A student accepted into the Ph.D. program having already earned from another university a master's degree in applied psychology that is not considered to be equivalent to the M.A. (School Consultant Option) program will be required to take a three-year doctoral program with a minimum of twelve half-courses. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Program of Study
Students entering a two-year Ph.D. will be required to complete a minimum of eight half-courses. Their program, which should be arranged in consultation with a faculty advisor, should take into account their academic and professional background and preferences, departmental rules, course requirements already met, course availability, and internship requirements. The majority of the courses should be taken in the Department of Applied Psychology and should include at least three in School Psychology.

In addition, all students proceeding to a Ph.D. degree in School Psychology are required to complete a dissertation. Comprehensive examinations in core areas of psychology and professional specialization are also required.

MASTER OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

Students entering this focus will have had experience as teachers and/or early childhood specialists. The aim of the program of study is to increase the students' understanding in the areas of cognition, language, emotionality, and social and physical development. The training will be interdepartmental and may involve further practical experience.

Admission Requirements
(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) A year of experience working with children in an approved setting;

(c) A minimum of one undergraduate course in child development.

Program of Study
A program of study will be developed with an advisor and will require at least three half-courses in Applied Psychology with a heavy emphasis in early childhood, plus optional courses from the Department of Applied Psychology and other departments. If doctoral study is anticipated, at least four half-courses should be taken in Applied Psychology that are relevant to early childhood.

Students may follow either Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). However, anyone planning to eventually apply to the Ed.D. program in Early Childhood should follow Option II.

Residence Requirement
This program may be undertaken on either a part- or a full-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

This program is designed primarily for persons who have had considerable experience working with children – for example, as teachers or as specialists in child psychology or child welfare at the master's level – and who wish to develop their professional expertise. The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Graduates of this program will be prepared to assume senior positions at decision-making levels in areas related to children's development and growth and/or at the practice level within the children's field.

Admission Requirements

(a) A University of Toronto M.Ed. degree in Early Childhood, or its equivalent, with B+ standing or better and with a minimum of four Applied Psychology courses relevant to early childhood;

(b) Successful professional experience in early childhood education or in a relevant field;

(c) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence would include a high-quality project report, a Qualifying Research Paper, or a master's thesis. After the screening interview, the selection team will then be responsible for the evaluation of the candidate's ability and promise in research and development.

Program of Study

The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Each program is individually designed by the student and a faculty advisor. Every attempt is made to ensure coordination of the program with the student's career, interests, and course requirements.

(a) A minimum of eight half-courses are required, four of which must be taken in the Department of Applied Psychology.

(b) The Ed.D. thesis will report the results of a study that addresses theoretical issues applicable to professional concerns and practice, or that focusses directly on empirical aspects of educational practice.

Residence Requirement

One year of full-time study is required. Ordinarily the first courses are taken on a part-time basis. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

The M.A. program emphasizes research in the field of early childhood with an integration of child developmental research and theory, classroom practice, and educational issues.

Admission Requirements

A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better.

Program of Study

(a) Six half-courses;

(b) A thesis.

Residence Requirement

One year of full-time study to be undertaken at the beginning of the program.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

This program emphasizes conducting original research in the field of early childhood. Students involved in this program are expected to undertake an internship within either an educational or a clinical setting.

Admission Requirements

(a) A University of Toronto M.A. degree in Early Childhood, or the equivalent, with B+ standing or better;

(b) Professional experience in early childhood education or a relevant field.

Program of Study

(a) A minimum of eight new half-courses, four of which must be in Early Childhood and will comprise the major, plus four other courses normally divided into two minor areas;

(b) An internship;

(c) A comprehensive examination for all candidates who commenced the Ph.D. degree program after July 1, 1986;

(d) A thesis.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs outlined in Educational Psychology, Counselling Psychology, and School Psychology meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. All applications must include a rationale for taking a Special Purposes M.Ed. program. In addition, they must indicate course preferences. Further information will be found on page 30. The Special Purposes M.Ed. degree programs for students commencing July 1, 1986, and thereafter, will be pursued under Option II (eight half-courses plus a research paper).

Please note: All new applications for this program commencing in the Regular Session or the Summer Session *must be submitted by February 1*. All continuing students must submit pre-enrolment forms for course selection by *April 13*. While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in some courses well before this date.

MASTER OF EDUCATION WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare educators and counsellors living in a multicultural and multiracial society. Those who intend to work, or are working, in a multicultural school or community setting will find these courses particularly relevant. Courses offered are also appropriate for Canadian students interested in working and living in other cultures as well as international students.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better.

(b) Psychology courses at the undergraduate level are desirable but are not a prerequisite for admission.

(c) Experience working in the multicultural field is desirable but is not a prerequisite for admission.

Program of Study

Students commencing the M.Ed. program July 1, 1986, and thereafter have the choice of completing their program under the Institute's Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto. Aaron Wolfgang and Peter Gamlin are the coordinators of the focus. A program of study should be worked out by each student in consultation with these faculty coordinators. A minimum of three half-courses must be taken in the Department of Applied Psychology. If doctoral study is contemplated, at least four half-courses must be taken in the department.

THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY AND THE REGULATION OF THE PRACTICE OF PSYCHOLOGY IN ONTARIO

The practice of psychology in the Province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral program or from any graduate program in psychology does not in itself qualify a person to practise as a psychologist. The Ontario Board of Examiners in Psychology (OBEP) regulates the practice of psychology and examines candidates for registration as psychologists in Ontario. For further information contact

The Registrar
The Ontario Board of Examiners in Psychology
101 Davenport Road
Toronto, Ontario M5R 1H5

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice for a fee.

"The Board does not approve private practice by candidates on the Temporary Register, and certainly cannot countenance similar activities by students.

"By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

Students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, students may enrol in more than two half-courses by arrangement with their advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1270s, 1280s, 1290s, 3270s, 3280s, and 3290s; all of these are in the Department of Special Education.

1200 F,S,H INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff

1201 F,S,H CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin

1202 F,S,H THEORIES AND TECHNIQUES OF COUNSELLING

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration.

Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Counselling students will have priority for enrolment in this course.
J. Wine and staff

1203 Y PRACTICUM IN COUNSELLING

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting.

In addition to regular class meetings and time spent in individual supervision with the instructor, M.Ed. students in counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

Note: Practicum plus class work during the Summer Session takes a full day each day of the week.

Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: 1202F,S,H, for counselling students only. Full-time Counselling students may take it concurrently with 1202F,S,H.
M. Guttman and *J. C. Weiser*

1205 H INDIVIDUAL INTELLECTUAL ASSESSMENT
Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.

Prerequisite: Permission of the instructor.
K. Henderson

1206 F,S,H SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION
An examination of theoretical aspects of human cognition and their relevance to everyday life. Theoretical topics include the representation of knowledge, knowledge acquisition in reading and learning, and maintaining knowledge in memory. Practical topics include cognition and instruction, cognition and the law, memory in cognition.
Staff

1207 F,S,H MOTIVATION IN EDUCATIONAL CONTEXTS
Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.
K. Henderson

1209 F,S,H SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION
Policy alternatives such as cooperative education, social realism and stereotyping in curriculum, and teacher democracy will be explored in the context of a socialist humanist theory. The roots of socialist humanism including neo-Marxism and utopian cases such as the Israeli Kibbutz will be developed.
J. Quarter

1210 F,S,H LEARNING STYLES AND TEACHING APPROACHES
Considers relation between student learning style and teaching approaches with an emphasis on how teachers can adapt their approaches. In addition to reviewing relevant research, students will engage in experiential exercises and view demonstration tapes.
D. Hunt

1212 F,S,H PSYCHOLOGICAL ASPECTS OF COUNSELLING AND TEACHING NEW CANADIANS
The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians,

psychological testing, non-verbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.

Prerequisite: Permission of the instructor.
A. Wolfgang

1213 Y INTERCULTURAL PRACTICUM

The purpose of the practicum is to allow students in the multicultural focus to gain experience in various cultural settings. Students will meet with faculty to discuss these experiences. A wide range of settings in cross-cultural counselling and more generally in intercultural education are available. An emphasis will be placed on the acquisition of skills that sensitize students to other cultures. In addition, skills in conducting applied research in a multicultural context will be developed.
P. Gamlin

1214 F,S,H RESEARCH SEMINAR IN MULTICULTURAL STUDIES

The course is designed to enable students to do an extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to do a review of the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do field work to collect data ranging from interviewing and visiting ethnic neighborhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.

Prerequisite: Permission of the instructor.
A. Wolfgang

1216 Y PSYCHOEDUCATIONAL ASSESSMENT

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children – Revised, as well as educational testing, and tests of special abilities and adaptive behavior. Assessment of culturally different and exceptional children.

Prerequisite: This course is normally limited to students in the School Psychology program. Others by permission of instructor only.
D. Shipe and *R. B. MacIntyre*

1217 F,S,H BEHAVIOR MANAGEMENT IN THERAPY AND EDUCATION

A review of behavioral management and self-management theories and techniques applicable to clinical and school settings. Emphasis will be on developing skills in analysis of behavioral units and in establishing effective intervention contracts. Application of skills in a practical setting and a self-management project will be included.
R. B. MacIntyre

1219 F,S,H ETHICAL ISSUES IN APPLIED PSYCHOLOGY

Ethical issues arising from psychological research and practice are examined with reference to historical, social, legal, and collegial influences. Standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.
K. Henderson

1220 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART I

Discussion of professional relations in schools and strategies of applying psychological principles to educational problems. Includes seminar and observational practicum in schools. School Psychology students only. Ordinarily taken in the first year of the School Psychology M.A. program.
S. Miezitis and *O. Weininger*

1221 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART II

Further examination and discussion of professional relations in schools, ethical considerations, strategies of applying psychological principles to educational problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only. Ordinarily taken in the second year of the School Psychology M.A. program.

Prerequisite: 1219F,S,H and 1220F,S,H.

S. Miezitis and *O. Weininger*

1224 F,S,H PSYCHOPATHOLOGY OF INFANCY AND CHILDHOOD

Consideration of the process of atypical behavior development in children, focussing on etiology, characteristics, and social, psychological, and educational consequences, as well as on potential for change. These aspects will be examined against the background of the normal personality development.

O. Weininger

1225 F,S,H PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.

Prerequisite: This course is limited to students in the School Psychology program who have completed 1216Y. Permission of the instructor is required.

Staff

1226 F,S,H SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.

Staff

1227 H PRACTICUM IN EDUCATIONAL PSYCHOLOGY

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.

P. Gamlin and staff

1228 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART I

This course will examine one of several contemporary models of psychotherapy such as Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy. The particular model to be examined will be named in the schedule of courses each year.

Staff

1229 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART II

Each year this course will examine a model different from that dealt with in 1228F,S,H.

Prerequisite: Permission of the instructor.

Staff

1230 F,S,H PSYCHOLOGICAL ASSESSMENT OF INFANT AND PRESCHOOL CHILDREN

This course will cover the techniques most commonly used in assessing young children's cognitive, motor, social, and language development. The Bayley, Griffiths, McCarthy, and WPPSI tests will be covered in addition to a number of others. The use of the tests for screening purposes will also be covered. The assessment of young children will be placed in its theoretical and historical context. General principles of assessment and report writing will be included. Students will do a practicum.

D. Shipe

1232 F,S,H PSYCHOEDUCATIONAL APPRAISAL IN TEACHING YOUNG CHILDREN

Theory and practice in early assessment and intervention. Use of classroom observation and diagnostic teaching approaches in the assessment of learning styles. Experimentation with alternative teaching styles and classroom intervention strategies to enhance student motivation and learning.

Prerequisite: Permission of the instructor.

S. Miezitis

1233 F,S,H PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES: CONCEPTUAL DIMENSIONS

Conceptual issues fundamental to educational practice are examined from several theoretical and empirical perspectives, primarily those of Applied Cognitive Science. Such issues as cognitive development, language development, moral development, learning, instruction, abilities, and motivation are examined with a view both to increasing psychological understanding and to improving educational practice. For M.A. candidates in Educational Psychology; otherwise by permission of the instructor.

Staff

1234 F,S,H FOUNDATIONS OF COGNITIVE SCIENCE

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition. *This course is offered jointly between the graduate department of Education and the McLuhan Program in Culture and Technology and carries the identifier JME rather than EDT.*

D. R. Olson and *E. C. Olsen*

1237 F,S,H INTELLECTUAL DEVELOPMENT AND INSTRUCTIONAL DESIGN

The purpose of this course is to provide students with a basic understanding of the manner in which children's thought processes develop during the preschool, elementary school, and high school years; also to develop skills for utilizing this understanding to improve the design of classroom and remedial learning activities during each period.

R. Case

1238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY

A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

1239 F,S,H LANGUAGE OF THE ARTS IN THERAPY AND TEACHING

A consideration of therapy and teaching as dialogues, as a narrative mode, and as a search for a language for existing: recreating language beginning from its potential as dialogue; thinking as basically the way we describe and understand and interpret the stories of ourselves and others; repairing the basic image of rupture in humans through potentiating personal expressive modes. An articulation of the language of the creative arts (linguistic, pictorial, sculptural, musical, choreographic, etc.) is emphasized.

V. Darroch-Lozowski

1241 F,S,H EVALUATING METHODS IN EARLY EDUCATION AND CHILD CARE

This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of intervention factors, will be considered. Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.

A. Biemiller

1242 F,S,H DEVELOPMENTAL PATTERNS IN EARLY CHILDHOOD AND ELEMENTARY YEARS

This course will provide an introduction to

child study and child development in the early childhood and elementary years. Topics will include: the evolution of the study of children; maturation and individual differences; cognitive development and readiness; emotional development and attachment; social skills and social behavior; and the implications of knowledge about development for fostering thriving children.
A. Biemiller and *O. Weininger*

1243 F SEMINAR IN COMMUNITY PSYCHOLOGY AND COMMUNITY DEVELOPMENT: PART I

This is an introductory seminar for the Community Psychology focus in Educational Psychology. The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
J. Quarter and *E. V. Sullivan*

1244 S SEMINAR IN COMMUNITY PSYCHOLOGY AND COMMUNITY DEVELOPMENT: PART II

A development of the topics in 1243F.
Prerequisite: 1243F.
J. Quarter and *E. V. Sullivan*

1245 F RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY: PART I

The research practicum in Community Psychology prepares students for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.
J. Quarter and *E. V. Sullivan*

1246 S RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY: PART II

A development of the topics in 1245F.
Prerequisite: 1245F.
J. Quarter and *E. V. Sullivan*

1247 H PRACTICUM IN ADULT COUNSELLING

This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.
Staff

1248 F,S,H PSYCHOLOGY OF SEXISM IN EDUCATION

The course will focus on the ways that selection of research questions, conduct of research, and interpretation of findings in research on sex differences in cognitive, social, and emotional factors have perpetuated sexism in education at all levels. Emphasis on research methods will include examination of ways that some current researchers are breaking the self-perpetuating link between sexist attitudes and research and are developing new ways of understanding sex similarities and differences.
P. J. Caplan

1250 F,S,H FUNDAMENTAL CONCEPTS OF PSYCHOSYNTHESIS: PART I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course will feature experiential as well as didactic techniques.
J. C. Weiser

1251 F,S,H FUNDAMENTAL CONCEPTS OF PSYCHOSYNTHESIS: PART II

This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature experiential as well as didactic techniques.
Prerequisite: 1250F,S,H.
J. C. Weiser

1252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1253 F,S,H FEMINIST ISSUES IN COUNSELLING PSYCHOLOGY AND PSYCHOTHERAPY

The course examines the models of human functioning that underlie approaches to treatment and helping services provided for women, with particular attention to sociohistorical context. The first part of the course deals with traditional images of women in Western culture, particularly as evidenced in psychology, psychiatry, and psychoanalysis. The latter half of the course explores feminist models of human functioning and associated helping services, especially non-sexist and feminist therapies.
J. Wine

1257 F,S,H FEMALES' PSYCHOLOGICAL DEVELOPMENT

Both traditional and modern theories of aspects of human psychological development pertaining to females will be critically examined. Special emphasis will be placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
P. J. Caplan

1258 F,S,H THE PSYCHOLOGY OF MOTHERHOOD AND ITS RELATEDNESS TO EDUCATION

Mothers play a major role as educators and guides of their children's development as well as providing essential support to the formal school system. The psychology of being and of having a mother is examined, with special emphasis on recent feminist analyses of the mother's role. Topics to be covered depend partly on the interests of the students who enrol but will include single mothers, mothers of color and immigrant mothers, lesbian mothers, stepmothers, aging mothers, mother–daughter and mother–son relationships, and the nature of psychological barriers between mothers and both their young and their adult offspring.
P. J. Caplan

1261 F,S,H GROUP WORK IN COUNSELLING

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
J. C. Weiser and *A. Wolfgang*

1266 F,S,H THEORY AND PRACTICE OF CAREER DEVELOPMENT

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
S. A. Alvi

1267 Y ADVANCED PRACTICUM IN COUNSELLING

A continuation of 1203Y, designed primarily for M.Ed. students.

Prerequisite: 1202F,S,H, 1203Y, and permission of the instructor.
Staff

1268 F,S,H CAREER COUNSELLING AND DEVELOPMENT IN ADULTHOOD

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the

workplace, relocation counselling, and retirement and leisure counselling.
S. Alvi

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enrol in 3207F,S,H and 3208F,S,H. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION

An examination of knowledge – its representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
Staff

3202 F,S,H ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year doctoral students, under faculty supervision, will supervise M.A. students in 1219F,S,H, 1220F,S,H, and 1221F,S,H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1219F,S,H, 1220F,S,H, and 1221F,S,H
S. Miezitis and *O. Weininger*

3205 F,S,H RESEARCH METHODS IN SCHOOL PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and applied problems in school psychology.

The course is designed to lead to the development and refinement of a dissertation proposal. Required for Ph.D. candidates in School Psychology; open to other doctoral candidates by permission of the instructor.
M. Orme

3206 F,S,H RESEARCH SEMINAR IN DEVELOPMENT IN EARLY CHILDHOOD

An examination of certain conditions during the infancy and toddler period of development that will have an impact on later behavior. Normal development is studied with a view to recognizing deviations from it, and research literature focussing on this early period is explored with particular emphasis on attachment theory.
O. Weininger

3207 F,S,H RESEARCH SEMINAR IN CHILD DEVELOPMENT

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research that introduce strategies for evaluating change. The logic of single-subject and small-group research designs is considered as well as analyses used in large-group research. Statistical concepts and tests are introduced through examples and step-by-step computational procedures to help students understand how to apply statistical tests to experimental findings. Methodological issues in testing and assessment across cultures are examined in relation to developmental changes in behavior.

Prerequisite: Permission of the instructor.
P. Gamlin

3208 F,S,H RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

This seminar will cover the areas of emotional and affective processes during adolescence; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological dimensions of the adolescent years.
O. Weininger

3209 F,S,H PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes in perception, thinking, and instruction.

Prerequisite: Permission of the instructor.

D. R. Olson

3210 F,S,H RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves two persons or more. Examples are drawn from teacher–student, counsellor–client, and parent–child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.

D. Hunt

3212 F,S,H MOTIVATIONAL CONTEXTS AND LEARNING

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.

K. Henderson

3213 F,S,H FEMINIST ORGANIZING, COMMUNITY PSYCHOLOGY, AND EDUCATION

This course is an attempt to bridge the gap that frequently appears between theory and practice, a gap that is often concretely manifested among feminists as a division between academic and activist women. The literature reviewed in the course includes work focussed on activism and work that integrates theory and practice, as well as some central theoretical readings. Students are required to form small collectives and carry out feminist organizing projects in community psychology and education. In the context of these projects students are required to give evidence of familiarity with activism in the area of their projects both through reading and contact with feminist activists, as well as to provide ongoing analysis of the theoretical grounding for their work.

Prerequisite: Permission of the instructor.

J. Wine

3214 F,S,H CENTRAL NERVOUS SYSTEM INFORMATION-PROCESSING AND CHILDREN'S LEARNING

The relation between central nervous system organization and development and intellectual and cognitive skills is investigated. Also studied are organizational dysfunctions and subsequent psychological impairment of learning processes.

Prerequisite: Permission of the instructor.

O. Weininger

3215 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART I

Theories of counselling and psychotherapy are examined within a framework of current issues in psychology and are addressed through a constructive-developmental approach.

D. S. Abbey

3216 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy

through an in-depth analysis and critique of that area.
A. Wolfgang

3217 Y PRACTICUM IN COUNSELLING PSYCHOLOGY
Prerequisite: Permission of the instructor is required of all students other than those in Counselling Psychology.
C. M. Christensen and staff

3218 F,S,H RESEARCH SEMINAR IN COUNSELLING
A weekly seminar focussing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.

Prerequisite: 3216F,S,H.
A. Wolfgang

3220 F,S,H ANALYSIS OF LEARNING TASKS
A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time the course is offered it has a focus on a different instructional problem.
C. Bereiter

3221 Y THE ASSESSMENT OF DEVELOPMENTAL DIFFERENCES IN THINKING APPLIED TO MULTICULTURAL CONTEXTS
This full course running all year is divided into two parts. In the first term students will have hands-on experience developing a dynamic assessment of learning potential. This approach describes a sphere of potential to learn that is modifiable through the application of instructional aids in various learning tasks. In the second term students will be introduced to the theoretical aspects of the assessment including the applicability of this approach for assessing learning potential in multicultural contexts. Emphasis will be given to the work of Piaget, Gestalt psychology, and investigations of non-literal understanding.

Prerequisite: Permission of the instructor.
P. Gamlin

3222 F,S,H ANALYSIS OF TEACHING STRATEGIES
Applied Focus: Direct consideration will be given to practice, analysis, and observation of teacher performance, and to basic teaching strategies. Exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. *Theoretical Focus:* Social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.

Prerequisite: Permission of the instructor.
M. Orme

3223 F,S,H PSYCHOEDUCATIONAL CONSULTATION: EFFECTING CHANGE IN THE SCHOOLS
Theory and practice in visualizing and effecting change in the schools. Impact of teacher and student perceptions and attitudes on teaching styles and learning approaches. A preventive orientation based on classroom observation is used in assessment and intervention. Implementation of an in-service training/teacher consultation model for rendering psychological services to the schools.

Prerequisite: Permission of the instructor.
S. Miezitis

3224 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART I
This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. Several personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of the Rorschach technique within the framework of specific theories of personality and methods of scientific inquiry.
Staff

3225 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.
Staff

3227 F,S,H PLAY AND EDUCATION

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
O. Weininger

3228 F,S,H THE CULTURAL EFFECTS OF MASS MEDIA ON HUMAN COGNITION: EDUCATIONAL DIMENSIONS

This course will focus on television and newspapers in order to attempt to examine the effects on culture and schooling. A critical theoretical perspective will endeavor to link media and their effect on social power within a cultural context.
E. V. Sullivan

3231 F,S,H OBJECT RELATIONS THEORY AND EDUCATIONAL IMPLICATIONS

This course will focus on the developmental framework proposed by Melanie Klein, covering the paranoid schizoid and the depressive positions and the early oedipal. Cases will be presented and discussed.
O. Weininger

3233 F,S,H RESEARCH SEMINAR ON VOCATIONAL THEORY AND CAREER DEVELOPMENT

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S. A. Alvi and *M. Guttman*

3234 Y RESEARCH SEMINAR IN MULTICULTURAL STUDIES

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to cognitive-developmental issues in educational psychology. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. Students will review, analyse, and redesign representative studies in the multicultural literature. It is expected that the review and research design will lead to the development of thesis proposals for many students.
P. Gamlin

3236 F,S,H USE OF GUIDED IMAGERY IN COUNSELLING AND PSYCHOTHERAPY

This is an advanced-level course for students in Counselling. Students will study the principles and laws of imagery and receive practice and supervision in using Guided Imagery as a therapeutic tool. A background in Psychosynthesis or a familiarity with imagery as a tool for learning is essential.

Prerequisite: 1250F,S,H, or permission of the instructor.
J. C. Weiser

3237 F,S,H RECENT THEORETICAL ADVANCES IN INTELLECTUAL DEVELOPMENT

This seminar focusses on contemporary theories of intellectual development. Theories of particular developmental processes (e.g., sensorimotor development, development of quantitative skills) as well as general theories of development will be covered. The relevance of contemporary developmental theory for instruction will also be considered.
R. Case

3238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY

Description as for 1238F,S,H, but at the doctoral level.

3239 H GLOBAL ECOLOGICAL ISSUES FROM A COMMUNITY EDUCATIONAL PERSPECTIVE

An examination of global ecological issues, within a communitarian perspective, on social ethics: e.g., soil loss, smog, acid rain, the greenhouse effect, ozone layer depletion, radiation damage, fragile ecosystems (tropical rainforests, the Arctic), and water poisoning via domestic sewage, toxic chemicals, and industrial wastes. The course considers both educational means to increase awareness of these issues and community mobilization efforts in response to them. Thus, it combines knowledge about the study of these problems with educational interventions that community mobilization can accomplish in dealing with them. Each student will investigate a particular community mobilization effort.

E. V. Sullivan

3240 F,S,H PROJECTIVE TECHNIQUES

An advanced course in nonverbal projective techniques, with an emphasis on the Differential Diagnostic Technique.

Prerequisite: Permission of the instructor.

O. Weininger

3241 Y ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

This course focusses on psychodiagnosis and psychotherapy, both of which contain theoretical and practical aspects.

Prerequisite: Students must have permission of the instructor. They must also have completed 1224F,S,H and be taking or have completed 3240F,S,H.

O. Weininger

3242 S INTERPRETIVE ANALYSIS OF BIOGRAPHIES: IMPLICATIONS FOR EDUCATION

The basis of the interpretive approach, as it will be discussed in this course, rests in aspects of existentialism and phenomenology, and the focus of the course will be the theoretical addressing of biographical narratives. Through aspects of interpretive inquiry, which requires a reconciliation between the world of researcher and the world of "other" studied, qualities of biographical discourse as found in life-speaking and life-writing will be reconceptualized.

V. Darroch-Lozowski

3243 F,S,H FUNDAMENTALS OF PSYCHOANALYSIS: PART I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.

S. R. Palef

3244 F,S,H FUNDAMENTALS OF PSYCHOANALYSIS: PART II

This course deals with object relations theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Suttie, Klein, Balint, Winnicott, Fairbairn, Guntrip, Mahler, Kernberg, Miller, and Kohut.

Prerequisite: 3243F,S,H, or permission of the instructor.

S. R. Palef

3245 F ADVANCED RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY: PART I

This research practicum in Community Psychology prepares students for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.

J. Quarter and *E. V. Sullivan*

3246 S ADVANCED RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY: PART II

A development of the topics in 3245F.

Prerequisite: 3245F.

J. Quarter and *E. V. Sullivan*

3247 F,S COOPERATIVE AND COMMUNITY DEVELOPMENT: SOCIAL, PSYCHOLOGICAL, AND EDUCATIONAL PERSPECTIVES

This seminar analyses cooperative forms of social organization in the workplace, housing, community, and education. Both the practical organization of cooperatives and relevant theoretical issues are discussed.
J. Quarter

3248 F,S WORKPLACE AND ORGANIZATIONAL DEMOCRACY: SOCIAL, PSYCHOLOGICAL, AND EDUCATIONAL PERSPECTIVES

This course analyses experiments in the reconstruction of work, including worker cooperatives and community economic development. Both practical case studies and theory are discussed.
J. Quarter

3249 F METHODS IN CRITICAL SOCIAL ANALYSIS IN COMMUNITY PSYCHOLOGY

This course is designed to introduce students to tools of critical social analysis in order to understand and deal with critical community problems. Critical social analysis, as opposed to analytic and functional techniques, is designed to look at community problems and issues as "a totality." Using critical social analytic skills, we will consider simultaneously the personal and the political and economic, the profane and the sacred. Within this framework of analysis, there will be attempts to look dialectically not only within the above dimensions, but also at the complex interplay and interweaving of micro- and macro-social problems and their covariance. Specific topics for analysis include such areas as unemployment, housing, professionalism, the role of the mass media, health care, etc. Critical social analysis refers to those dimensions in the community that are connected to "social power." Examples of such dimensions are class, gender, and race. The object of social analysis is to examine factors and groupings of social power that are related to community mobilization and change.

Prerequisite: 1243F and 1244S.
E. V. Sullivan

3252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252F,S,H, but at the doctoral level.

3266 F,S,H SEMINAR: APPLICATIONS OF PSYCHOLOGICAL ANALYSIS AND RESEARCH METHODS

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required of Ed.D. students in Educational Psychology; open to other doctoral students by permission of the instructor.
Staff

3268 F,S,H EARLY EDUCATIONAL INTERVENTION: THEORY AND PRACTICE

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
D. Shipe

Curriculum

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor, and Chairperson of the Department
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

Admission inquiries should be directed to:
SHARON LAPKIN, *Ph.D. (Toronto)*
Associate Professor
(educational linguistics of French; French language studies; bilingual education)

J. PATRICK B. ALLEN, *Ph.D. (Essex)*
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

LEONARD BERK, *Ph.D. (Stanford)*
Associate Professor
(school program effects; the history of school practices; the politics of the school program)

MICHAEL CANALE, *Ph.D. (McGill)*
Associate Professor, Franco-Ontarian Centre, cross-appointed to the Office of Field Services and Research
(language assessment; communication; self-directed language learning; computer-assisted language learning; French minority language education)

SUSANNE CARROLL, *Ph.D. (Montréal)*
Assistant Professor
(first- and second-language acquisition; linguistic theory; psycholinguistics; second-language education)

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)*
Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Professor
(personal-practical knowledge and practical reasoning, with reference to classroom studies, teacher thinking, and policy implementation; scientific enquiry as a basis for science curriculum)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A.*
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

JAMES P. CUMMINS, *Ph.D. (Alberta)*
Associate Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; learning disabilities)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor, cross-appointed from History and Philosophy of Education

ESTHER GEVA, *Ph.D. (Toronto)*
Assistant Professor, cross-appointed from Special Education

GILA HANNA, *Ph.D. (Toronto)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

BIRGIT HARLEY, *Ph.D. (Toronto)*
Assistant Professor
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

BRENT S. KILBOURN, *Ph.D. (Toronto)*
Associate Professor
(analysis of teaching; science education; epistemology as it relates to curriculum)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed from History and Philosophy of Education

RAYMOND MOUGEON, *Ph.D. (McGill)*
Associate Professor, Franco-Ontarian Centre, cross-appointed to the Office of Field Services and Research
(sociolinguistics; minority language maintenance or loss; Canadian French; acquisition of French)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Professor, cross-appointed from Applied Psychology

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(evaluation and curriculum; classroom studies)

ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor
(critical pedagogy and cultural studies; ideological analyses of text and discourse; implications of popular culture for curriculum development and teaching)

MERRILL K. SWAIN, *Ph.D. (California at Irvine)*
Professor, and Head, Modern Language Centre, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of technology and research to curriculum; student and program evaluation)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(curriculum research; program evaluation; inquiry in professional activity; relationships between school and non-school environments such as museums, work, home)

C. GORDON WELLS, *Ph.D. (Bristol)*
Professor
(language development both spoken and written; language and learning across the curriculum; classroom interaction; collaborative research with teachers)

JOYCE A. WILKINSON, *Ph.D. (Minnesota)*
Associate Professor
(early childhood/elementary education; professional development and evaluation in the arts; collaborative arts research and research pedagogy; the arts in multicultural and special education; integrated arts in holistic education; child drama and literacy; children's literature and drama; expressive arts therapies; developmental drama and hemisphericity)

DALE M. WILLOWS, *Ph.D. (Waterloo)*
Associate Professor, cross-appointed from Special Education

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

BENOIT CAZABON, *Ph.D. (Sherbrooke)*
Associate Professor
(Franco-Ontarian education; pedagogy of French as a first or second language; educational linguistics)

LYNNE HANNAY, *Ph.D. (Ohio State)*
Assistant Professor, OISE Midwestern Centre
(curriculum development and policy-making; moral education; social studies education)

JACK MILLER, *Ph.D. (Toronto)*
Professor, and Head, OISE Niagara Centre
(curriculum orientations; holistic educa-

tion; social studies education; values education)

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor, and Head, OISE Northeastern Centre, and Head, OISE Midnorthern Centre
(mathematics learning; complex intellectual functions; curriculum decision-making)

JOHN A. ROSS, *Ph.D. (McMaster)*
Professor, and Head, OISE Trent Valley Centre, and Field Centre Division Head
(curriculum development; school change; program evaluation)

WAYNE SELLER, *M.Ed. (Lakehead)*
Project Director and Head, OISE Northwestern Centre
(curriculum implementation and evaluation; coaching as an implementation strategy)

ASSOCIATED INSTRUCTORS:

JOHAN L. AITKEN, *Ph.D. (Toronto)*
Professor, Faculty of Education, University of Toronto

DAVID ALEXANDER, *Ed.D. (State University of New York at Buffalo)*
Professor, Faculty of Education, University of Toronto

ELIZABETH BERNHARDT, *Ph.D. (Minnesota)*
Assistant Professor, Ohio State University

DAVID BOOTH, *M.Ed. (Durham)*
Head, Dramatic Arts, Faculty of Education, University of Toronto

JOHN DEL GRANDE, *Ed.D. (Toronto)*

MENACHEM FINEGOLD, *Ph.D. (Toronto)*
Senior Lecturer, Technion–Israel Institute of Technology, Haifa

PRISCILLA GALLOWAY, *Ph.D. (Toronto)*
Program Leader, Board of Education, North York

NATALIE KUZMICH, *M.A. (Toronto)*
Head, Music Department, Faculty of Education, University of Toronto

SANDRA SHINER, *Ph.D. (Toronto)*
Counselling and curriculum specialist

LOUIS STOKES, *Ph.D. (California at Berkeley)*

PROFESSOR EMERITUS:

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*

CONFIDENTIALITY OF STUDENT FILES

Department of Curriculum students have access to their own personal files in the department. All letters of reference written to the department on behalf of a student applying for admission to the department may be reviewed by the student. The department will, however, respect the wishes of external agencies who specifically require that recommendations made by them remain confidential as well as individual referees who request confidentiality.

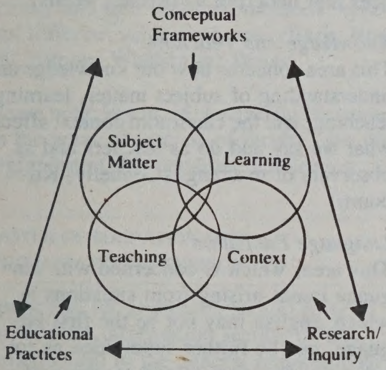
PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto.

The Department of Curriculum is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. We are concerned with such fundamental issues as: What should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

Each of these components also needs to be considered from a number of different perspectives, both singly and in relationship to each other: conceptual frameworks, educational practices, and research/inquiry. The conceptual frameworks perspective helps us to understand curricular problems by reference to, and comparisons among, various theories that bear on curriculum. The educational practices perspective affords us the opportunity to view curricular issues with the benefit of the accumulated knowledge of educational practitioners. The research/inquiry perspective is useful in seeking systematic solutions to curricular problems.

The following diagram is suggestive of the relationships between and among the three perspectives of conceptualization, educational practices, and research/inquiry and the four curricular components: subject matter, learning, teaching, context.



As practised in this department, therefore, the study of curriculum involves the consideration of issues and factors influencing the conceptualization, design, implementation, and evaluation of the curriculum through an examination of learning and teaching situations, instructional practices, the organizational structure of institutions, policy-making, and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationships between curriculum, the nature of knowledge, and the dynamics of communication in the context of learning and teaching situations. Research skills appropriate to such study are developed through coursework within the department.

Some programs and specific courses within the department may highlight a particular component of curriculum: for example, subject matter in the form of language, the arts, or other school program areas. Or, for example, some may highlight a particular perspective, such as evaluation methods in educational practice. Nevertheless, although students may concentrate in a particular area, we actively promote a concern for the interplay among the various educational components and perspectives. For example, a student might study the conceptualization of language or the arts as instructional media, as they relate to the various components of curriculum, or concentrate upon the effects of political, social, and economic theory on what is taught and to whom. The department believes that there is an inextricable link between theory and practice and actively promotes reflexivity between the two. Thus, students interested in educational practice learn to adopt this perspective with a reflective stance, and those with conceptual interests to cultivate the ability to contextualize curricular phenomena. These links between conceptual frameworks, educational practices, and research/inquiry are very much a feature of thesis work within the department.

Within this common framework, most students will wish to develop an area of specialization by giving greater relative emphasis in the selection of their courses to one or more of the three perspectives and/or one or more of the four components. To this end, each student should plan his or her program of study in consultation with the advisor, in the light of background, interests, and career intentions. However, it is important that an intended area of specialization be indicated at the time of application so that an appropriate match can be made between student and faculty advisor. (Interests of individual faculty members are noted above.)

The following areas of specialization are currently supported within the department.

When submitting an application to the department, one or more should be selected, in order of priority, as the student's proposed area(s) of specialization.

Arts Education
The Forum for Arts and Media Education is a cooperative venture with the Faculty of Education, University of Toronto. Routes in Arts Education are the following: *(a)* general arts and education; *(b)* education and the creative arts therapies, offered with the Department of Applied Psychology (see page 52); *(c)* specializations in dramatic arts, music, and visual arts. (Courtney and colleagues)

Computer Applications
The study of the implications of new technologies for educational practices and research/inquiry. (Canale, Connelly, Cummins, Wahlstrom, Willows)

Conceptual Frameworks
This area emphasizes the traditions and guiding conceptions of the curriculum field through an understanding of their historical roots, present status, and future possibilities. (Berk, Connelly, McDiarmid, Miller, Weiss)

Cultural Studies and Critical Pedagogy
Refers to the diverse ways in which context is important in the conduct of educational life, especially how notions of individual and social differences in thought, language, and behavior may contribute to educational inequality. Included in this specialization are interests in multiculturalism, Indian education, social stratification, and critical pedagogy, which addresses how such limits of possibility can be transcended. (Berk, McDiarmid, Simon, Weiss)

Early Childhood
Selected Curriculum and Applied Psychology courses permit a focus of study in this area. Focus-related courses include those offered in the Department of Curriculum by Regan, Willows, and Courtney, and in Applied Psychology by Weininger, Miezitis, and Shipe. Questions pertaining to this interdepartmental focus should be directed to Ellen Regan.

Educational Practices
Concerned with methods for improving the school curriculum, including policy and decision-making, design, implementation, evaluation, consultancy. (Hannay, Miller, Regan, Robinson, Ross, Russell, Wahlstrom, Weiss)

Holistic Education
This area is concerned with an approach to curriculum that emphasizes personal growth and social change. It is also concerned with the conceptual foundations for such an approach and the educational practices that underpin it. (Miller, Wells)

Knowledge and Teaching
This area concerns how our knowledge and understanding of subject matter, learning, teaching, and the classroom context affects what we say and do as teachers and as observers of teaching. (Connelly, Kilbourn)

Language Education
This area, which is concerned with language issues arising from situations in which English may not be the first language, can be further subdivided as follows: *(a)* the learning and teaching of a second or foreign language; *(b)* educational linguistics; *(c)* multilingual issues. (Allen, Canale, Carroll, Cazabon, Churchill, Cummins, Harley, Lapkin, Mougeon, Swain, Wells)

Language, Literacy, and Literature across the Curriculum
This area, which is concerned with the role of language both as text and as process in relation to the curriculum as a whole, can be subdivided as follows: *(a)* language and learning; *(b)* reading, writing, and literature. (Aitken, Cummins, Simon, Wells, Willows)

Learning in Non-School Environments
This area focusses upon learning in everyday settings, such as the home, the work-

place, and community cultural institutions (e.g., museums). The links with schools, in the form of cooperative education programs and field trips, are of particular interest. (Simon, Weiss)

Mathematics across the Curriculum
Courses in this area of curriculum studies have been designed for general classroom teachers as well as for mathematics specialists. (Alexander, Del Grande, Hanna, Russell)

Research/Inquiry
This area is concerned with the different ways in which we inquire into educational problems. Of special interest are the ways in which research is seen as an educational activity and how different methods represent different value positions. (Berk, Russell, Simon, Wahlstrom, Weiss)

Please note: For more specific information on the areas of interest of faculty, see the beginning of this departmental section.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 28 to 30. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for the M.Ed. program in curriculum must submit:

1. *A statement of purpose*. The statement of purpose is a short, carefully prepared essay telling the admissions committee why the applicant wishes to study curriculum at the graduate level. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee reads this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; the applicant who omits it will not be considered for admission.
2. *Two letters of reference*. Every applicant is required to submit two letters of reference, at least one of which is to be from a university professor who knows his or her work and can assess his or her promise as a graduate student.

The M.Ed. degree program in the Department of Curriculum is pursued under Option II (eight half-courses plus a research project) and will normally consist of the following courses;

(a) 1300F,S,H Foundations of Curriculum Development (required course for all Curriculum students at the master's level);

(b) three other half-courses chosen within the Department of Curriculum;

(c) four elective half-courses chosen according to the individual's background and interests and approved by the faculty advisor. These may be selected from course offerings in any department of OISE, including Curriculum, or in another graduate department of the University of Toronto.

This program is for students commencing their M.Ed. degree in the 1986 Summer Session and thereafter.

OFF-CAMPUS COURSES IN CURRICULUM
(M.Ed. students only)

The department offers some off-campus sections of curriculum courses to students in several areas of the province distant from Toronto. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as for applicants living in the Toronto area. Off-campus students are required to complete at least two of their courses on campus at OISE.

Information about off-campus courses to be offered in the 1989/90 Regular Session will be available from the Office of Graduate Studies in the spring.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 31 to 32. Applicants should note that the M.A. program requires at least one year of full-time study in Toronto. Ordinarily, a successful applicant will have at least two years of professional experience. In addition to the general requirements for the M.A., those applying for the M.A. in Curriculum must submit:

1. *A statement of purpose*. The statement of purpose is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a research-oriented program in curriculum. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee reads this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; the applicant who omits it will not be considered for admission.
2. *Two letters of reference*. Every applicant is required to submit two letters of reference from university professors who know his or her work and can assess his or her promise as a graduate student.
3. *Course descriptions* of any graduate courses taken at a recognized university that have curriculum content that might be used to reduce the number of courses in the M.A. program.

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification; otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program will normally undertake a minimum of half their coursework in this department, including 1300F,S,H Foundations of Curriculum Development (required course for all Curriculum students at the master's level). The remainder of their coursework may be selected from this department, from any other department of OISE, or from another graduate department of the University of Toronto, with the approval of the faculty advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both preservice and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum that may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on the job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 33 to 34. The Qualifying Research Paper or its equivalent, referred to on page 33, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals*.

To permit an accurate assessment of the

degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses having curriculum content should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ed.D. (see page 33), the Department of Curriculum specifies the following:

(a) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in Curriculum or equivalent.

(b) The applicant must have had at least three years of successful professional experience in education, including curriculum experience beyond individual classroom planning.

(c) The applicant must submit *a statement of purpose*. The statement of purpose is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a professional doctoral program in curriculum. An applicant should specify the interests or problems to be pursued during his or her period of study. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.

(d) Every applicant is required to submit *two letters of reference,* at least one of which is from a university professor who knows his or her work and can assess his or her promise as a doctoral student.

PROGRAM AND PATTERN OF STUDY

Each program of study, which normally consists of a minimum of eight half-courses, four of which will normally be taken in the Department of Curriculum, is tailored individually. However, two core half-courses are required of all Ed.D. candidates during the year of residence: one must be on comparative methods and paradigms of research in curriculum (3308F,S,H) and the second on research design appropriate to the area of the student's thesis.

The program usually begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be taken on a part-time basis. In addition, candidates are required to begin discussions with their faculty advisor to delineate potential thesis problems in their own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, normally commencing in July or September. Candidates are expected to complete a maximum of four half-courses during the regular academic session and develop a thesis proposal through to the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining coursework can be undertaken on a part-time basis. Candidates commencing the Ed.D. program from July 1, 1986, will be required to take a comprehensive examination during the program.

The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 34 to 36. In general, the Department of Curriculum's view of a Qualifying Research Paper (see page 35) is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals*.

To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses having curriculum content should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ph.D. (see page 34) the Department of Curriculum specifies the following:

(a) A statement of purpose. The statement of purpose is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake training in research. An applicant should specify the interests or problems to be pursued during his or her period of study. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.

(b) Two letters of reference. Every applicant is required to submit two letters of reference from university professors who know his or her work and can assess his or her promise as a doctoral student.

PROGRAM AND PATTERN OF STUDY

In addition to the major thesis, a comprehensive examination (required for candidates commencing the Ph.D. program after July 1, 1986), and other requirements as described on pages 35 to 36, the normal pattern of study for this degree is as follows:

(a) a major in curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, and must include a course on comparative methods and paradigms of research (3308F,S,H), usually taken in the second year of residence, and a second on research design appropriate to the area of the student's thesis;

(b) a first minor in this or another department of OISE, consisting of two half-courses to be selected;

(c) a second minor consisting of a full course or two half-courses, normally in some other graduate department of the University of Toronto, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is within the Department of Curriculum and its faculty members offer courses in language education. Although many courses appropriate to such study are offered within the Department of Curriculum, it is possible for students in this Centre to take some coursework in the graduate Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies at the University of Toronto. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13, 23, or 33. In a few instances, in order to differentiate between courses focussing on elementary/primary/junior and intermediate/secondary, course numbers for the latter will commence with 23.

Please Note: The inclusion of a course description in the Curriculum section of this Bulletin should not be taken to indicate that it will definitely be offered in any particular year. Where it is already known that a course will not be offered in any particular year, this information is shown following the course description.

Note on Admission Deadlines
Applications for full-time study in all degree programs in the Department of Curriculum, and for new part-time applicants, *must be submitted by February 1*.

Continuing students must submit pre-enrolment forms for course selection by *April 13*. While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in some courses well before this date.

1300 F,S,H FOUNDATIONS OF CURRICULUM DEVELOPMENT

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course *(a)* provides a language for conceptualization; *(b)* reviews the major themes in the literature; *(c)* provides a framework for thinking about curriculum change; and *(d)* assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems. The course is available in several sections, each of which offers a particular emphasis; descriptions of these are available from the department or from individual instructors.
Staff, Summer Session and Regular Session

1300 F,S,H FONDEMENTS DU DÉVELOPPEMENT DES PROGRAMMES SCOLAIRES

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiants à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
Membre de faculté à déterminer, session régulière

1302 F,S,H CURRICULUM AND INSTRUCTIONAL ISSUES IN ELEMENTARY EDUCATION

An examination of issues in elementary education in the context of current developments/research in curriculum programming and instructional practice. The theoretical and empirical rationale of selected current innovations will be explored.
E. M. Regan, Regular Session (not offered in 1989/90)

1304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Summer Session and Regular Session

1305 F,S,H TECHNIQUES FOR IMPROVING TEACHING

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B. S. Kilbourn, Regular Session (after hours)

1306 F,S,H PROGRAMMING AND IMPLEMENTING COMPLEX CURRICULUM OBJECTIVES

This course defines and exemplifies procedures for the tasks involved in developing curricula for non-traditional objectives. Among these tasks are: *(a)* developing a defensible set of objectives for a course, topic, or unit from existing guidelines; *(b)* defining growth sequences for a particular type of objective; *(c)* developing effective teaching and assessment methods; *(d)* sequencing individual objectives into effective units; *(e)* developing effective instructional methods for different objective types. An introduction to a four-sequence curriculum consultancy program, course 1306 is intended primarily for local curriculum consultants, curriculum committee leaders, and department heads, whose ongoing curriculum development responsibilities can become the focus of a continuing project.

Prerequisite: Permission of the instructors.
F. G. Robinson, J. A. Ross, and staff, Summer Session and Regular Session (not offered in 1989/90)

1308 F,S,H ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: PRIMARY/JUNIOR

A study of the application of recent theories of learning and motivation to the development, modification, and instructional use of curriculum materials. Attention will also be given to current associated issues of practice.
E. M. Regan, Regular Session (after hours; not offered in 1989/90)

1309 F,S,H SITUATIONAL ANALYSIS OF TEACHING

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.

Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session (after hours)

1310 F,S,H READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
Staff, Summer Session and Regular Session (after hours; not offered in 1989/90)

1311 F,S,H READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows, Regular Session (after hours)

1312 Y APPRAISAL OF READING PROFICIENCY AND REMEDIATION

The diagnosis and correction of reading problems; experiences in interviewing, observing, testing, and teaching individuals and small groups. Conferences with, and reports to, parents and teachers.

Prerequisite: 1311F,S,H or permission of the instructor.
D. M. Willows, Regular Session (after hours; not offered in 1989/90)

1313 F,S,H LANGUAGE, LITERACY, AND THE SCHOOL CURRICULUM

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy – its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
C. G. Wells, Regular Session (after hours)

1314 H DIAGNOSIS AND REMEDIATION IN ELEMENTARY SCHOOL MATHEMATICS

Investigation of cognitive, emotional, and motivational factors related to learning difficulties in elementary school mathematics. Both task-analysis and global-intuitive approaches will be considered in developing and implementing remediation procedures.
Staff, Regular Session

1315 F,S,H ENGLISH AT THE SECONDARY SCHOOL LEVEL

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation and the conduct and use of classroom research will be examined.
Staff, Regular Session (after hours)

1316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: ELEMENTARY

A study of mathematics educational materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
Staff, Regular Session

2316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: SECONDARY

A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff, Regular Session

1317 Y THEORY OF SECOND-LANGUAGE TEACHING

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley (not offered in the Regular Session in 1989/90)

1318 Y METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this course deals with the language curriculum: objectives, content materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.
B. Harley, Regular Session (after hours)

1319 F,S,H RESEARCH COLLOQUIUM IN APPLIED LINGUISTICS: MASTER'S LEVEL

This colloquium provides opportunities to become familiar with ongoing research in second-language learning and teaching.
M. Swain, Regular Session

1320 F,S,H SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff, Regular Session (after hours; not offered in 1989/90)

1324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

1325 F,S,H PROBLEM-SOLVING IN SCHOOL MATHEMATICS

An investigation of major curriculum issues involved in upgrading problem-solving in school mathematics. A number of problem-solving sequences from mathematics programs in North America and Europe will be studied in terms of their potential for developing successful and motivated problem-solvers of routine and non-routine problems. Problem-solving in mathematics will be related to problem-solving in other fields.
Staff, Regular Session

1326 F,S,H DEVELOPMENT AND EVALUATION OF CHILDREN'S LITERATURE IN THE SCHOOL CURRICULUM

An examination of the nature and function of literature and literature study in the elementary school.
Staff, Regular Session (after hours)

1327 F,S,H READING AND WRITING IN THE SCHOOL: ELEMENTARY

An examination of theoretical and practical

issues related to the teaching of literacy, particularly writing at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.
C. G. Wells, Regular Session (after hours)

2327 F,S,H READING AND WRITING IN THE SCHOOL: SECONDARY

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
Staff, Regular Session (after hours; not offered in 1989/90)

1328 F,S,H LE FRANÇAIS CANADIEN D'UN POINT DE VUE ÉDUCATIF ET SOCIOLINGUISTIQUE

Ce cours a pour but de familiariser les étudiants avec les caractéristiques principales du français canadien. Ce cours se veut aussi être une initiation pratique à la recherche sociolinguistique appliquée au français canadien. Il aborde également les aspects pédagogiques de la description sociolinguistique du français canadien. Ce cours est enseigné en français.

Prérequis : très bonne connaissance du français et connaissance de base de la linguistique.
R. Mougeon, session régulière (soirée)

1329 F,S,H INTRODUCTION TO EDUCATIONAL SOCIOLINGUISTICS

This introduction to sociolinguistics covers the following topics: sociological linguistics (e.g., geographical and social-class dialects), sociology of language (e.g., language maintenance and language loss), language planning (e.g., linguistic standardization or modernization), social psychology of language (e.g., language- or speaker-centred attitudes), and pedagogical sociolinguistics (e.g., communicative language teaching).

Prerequisite: A background in linguistics.
R. Mougeon, Regular Session

1330 F,S,H DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF FRENCH

The grammar and semantics of present-day French in the light of current models of linguistic analysis (e.g., traditional, structural, tagmemic, transformational-generative), and an examination of the relevance of these descriptions to the teaching of French.

This course is generally conducted in French, subject to the preferences of participating students.
S. Lapkin, Regular Session (after hours; not offered in 1989/90)

1330 F,S,H LINGUISTIQUE DESCRIPTIVE ET ÉDUCATIVE DU FRANÇAIS

Ce cours examine la grammaire et la sémantique du français contemporain en tenant compte des modèles actuels d'analyse linguistique (ex. : traditionnel, structural, tagmémique, transformationnel, génératif). On examine également la pertinence de ces descriptions à l'enseignement du français.
B. Harley, session régulière

1332 F,S,H DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language.

A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
J. P. B. Allen, Regular Session (after hours; not offered in 1989/90)

1333 F,S,H INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

A general introduction to the scientific study of language, focussing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are

matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen, Regular Session (after hours)

1333 S INTRODUCTION À LA LINGUISTIQUE THÉORIQUE ET DESCRIPTIVE
Ce cours a deux buts principaux : (1) initier les étudiants à la science du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français. Ce cours est enseigné en français.

Prérequis : très bonne connaissance du français.
B. Cazabon, session d'été

1335 F,S,H L'ÉDUCATION DES MINORITÉS LINGUISTIQUES ET CULTURELLES : L'ANALYSE COMPARATIVE DE LA POLITIQUE ÉDUCATIVE
Thème pour l'année : la politique et l'éducation en langue française : l'expérience ontarienne. En tenant compte de la politique fédérale, le cours examinera le développement de l'éducation des Franco-Ontariens et de l'enseignement du français langue seconde.
S. Churchill, session régulière (soirée : pas offert en 1989/90)

1336 F,S,H SECOND-LANGUAGE LEARNING
Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of variables such as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.
B. Harley, Regular Session (not offered in 1989/90)

1337 F,S,H BILINGUAL EDUCATION AND BILINGUALISM
This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada – for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J. P. Cummins, Regular Session

1337 F,S,H BILINGUISME ET ÉDUCATION
Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada – destinée aux francophones, aux anglophones, aux immigrés et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.
B. Cazabon, session d'été

1338 F,S,H COMMUNICATIVE COMPETENCE
This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks. This course is given in French or English.
M. Canale, Regular Session

1338 F,S,H LA COMPÉTENCE COMMUNICATIVE
Ce cours a pour but d'examiner le concept de la compétence communicative et d'explorer ses applications au développement de programmes d'enseignement des langues premières et secondes. Il donne une ample orientation à ce domaine de spécialisation et allie les perspectives théorique, critique et pratique.
M. Canale, session régulière

1339 F,S,H LANGUAGE ASSESSMENT
This course provides an introduction to five areas of (first- and second-) language assessment: listening comprehension, reading comprehension, oral interaction, written expression, and overall language profi-

ciency. Examined within each area are major instruments, proper use of these instruments, and key issues. Particular emphasis is placed on language assessment in a minority setting. This course is given in French or English.
M. Canale, Regular Session

1339 F,S,H ÉVALUATION DE LA COMPÉTENCE LANGAGIÈRE

Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en générale. À l'intérieur de chacun de ces domaines, on examine les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés. On examine plus particulièrement l'évaluation langagière en milieu minoritaire.
M. Canale, session d'été

1343 F,S,H HUMANITIES IN THE SCHOOL CURRICULUM

The course treats problems of teaching the humanities in secondary schools and colleges. The humanities are understood to include history, languages and literatures, philosophy, and the arts.
Staff, Regular Session (after hours; not offered in 1989/90)

1345 F,S,H ARTS & EDUCATION: PRACTICE AND THEORY

This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.

Prerequisite: Permission of the instructor.
Staff, Summer Session and Regular Session (after hours)

1346 F,S,H ARTS & EDUCATION: PLANNING AND IMPLEMENTATION OF ARTS PROGRAMS

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Regular Session (after hours)

1349 F,S,H ARTS, CULTURE, AND EDUCATION

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
W. G. Pitman, Regular Session (after hours)

1350 F,S,H SEMINAR: CURRENT ISSUES IN PLAY, DRAMA, AND ARTS EDUCATION

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics will vary from year to year depending upon the interests of course members.
R. Courtney, Summer Session and Regular Session

1351 F,S,H RESEARCH AND INQUIRY IN ARTS EDUCATION

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
R. Courtney and staff (not offered in 1989/90)

1352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focussing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's Academic Programs Standing Committee.

1360 F,S,H EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J. Weiss, J. A. Ross, and *H. H. Russell,* Summer Session and Regular Session (after hours)

1362 F,S,H A SURVEY OF METHODOLOGY IN CURRICULUM RESEARCH

An analysis of various approaches to research in curriculum development and assessment. Topics will be suited to student needs and will include fundamentals of measurement, statistics, survey analysis, sociological and philosophical procedures, research design, and utilization of computers. A general course designed to provide a broad overview of methodology. A foundation for specialized courses in other departments.
M. W. Wahlstrom, Regular Session (after hours; offered as required)

1363 F,S,H CURRICULUM GUIDELINES AND STUDENT EVALUATION

An analysis of curriculum guidelines as policy for student evaluation. A critical review of tests, and of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.
M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1365 F,S,H PROGRAMS AND PRACTICES IN EARLY EDUCATION

Examination of early childhood programs and practices from both historical and theoretical perspectives. Focus is programs/practices associated with the education of four- to seven-year-olds. Special attention is given to factors influencing selection and implementation of programs/practices for a particular group of children.
E. M. Regan, Regular Session

1366 S THE HOLISTIC CURRICULUM

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller, Summer Session and Regular Session

1367 F,S,H CREATIVE ARTS SPECIAL SUBJECT I

This course is in two parts: (1) the history of Music *or* Visual Arts *or* Drama Education; and (2) current theories and topics in Music *or* Visual Arts *or* Drama Education. Students will select *one* of Music *or* Visual Arts *or* Drama Education and they should note that these subjects will be offered in different terms.

Prerequisite: Teacher's Certificate Part 3 in Music *or* Visual Arts *or* Drama Education (or equivalency) and permission of the instructor.

R. Courtney, Regular Session (offered in alternate years; not offered in 1989/90)

1368 F,S,H CREATIVE ARTS SPECIAL SUBJECT II

This course deals with modern research in Music *or* Visual Arts *or* Drama Education. Students will select *one* of Music *or* Visual Arts *or* Drama Education and they should note that these subjects will be offered in different terms.

Prerequisite: Teacher's Certificate Part 3 in Music *or* Visual Arts *or* Drama Education (or equivalency) and permission of the instructor.

R. Courtney, Regular Session

1378 F,S,H SCHOOLING AND OUTCOMES NOT TRADITIONALLY ASSESSED

A course that focusses upon learning environments for the development of significant but often neglected outcomes. The role of experience is considered especially in the links between schooling and such settings as museums, work, and the home.

Prerequisite: Permission of the instructor.

J. Weiss, Regular Session (after hours; not offered in 1989/90)

1379 F,S,H KNOWING AND TEACHING

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about *knowing* and issues about *teaching*. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is *not* assumed that students will have a background in philosophy.

Prerequisite: Permission of the instructor.

B. S. Kilbourn, Regular Session

1381 S READING IN A SECOND LANGUAGE

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focussing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.

Staff, Regular Session (not offered in 1989/90)

1382 S INTRODUCTION À LA LINGUISTIQUE APPLIQUÉE

Ce cours a pour but d'offrir une initiation aux applications de la linguistique (ex. : la didactique des langues) et à certaines spécialisations de la science du langage (linguistique historique, dialectologie, acquisition du langage). Il offre aux étudiants l'occasion d'examiner les notions et principes de base qui sous-tendent ces applications ou spécialisations en leur proposant une série de lectures et d'exercices appropriés.

R. Mougeon et *M. Canale,* session régulière

1386 F,S,H LANGUAGE, POWER, AND POSSIBILITY: APPLICATION TO CURRICULUM

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.

R. Simon, Regular Session

1389 F,S,H CURRICULUM, POPULAR CULTURE, AND SOCIAL DIFFERENCE

Popular culture and social difference are examined as the grounds from which stu-

dents often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.
R. Simon, Regular Session

1390 F,S,H CURRICULUM CONSULTANCY
This course is a follow-up to 1306F,S,H, and stresses the use of curriculum development skills in a variety of interpersonal settings including curriculum committees, department activities, and paid consultancy roles. Students are assisted in planning and implementing curricula for teachers and agents implicated in change: such curricula are conceived in terms of the requirements for intended agent growth along clearly defined dimensions of behavior. The context of the consultancy experience is the students' ongoing curriculum development work initiated in 1306F,S,H.

Prerequisite: 1306F,S,H and permission of the instructors.
F. G. Robinson and staff

1398 F,S,H PRACTICUM IN CURRICULUM I
On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.

Prerequisite: Permission of faculty advisor and practicum coordinator.
Staff, Regular Session

1399 F,S,H PRACTICUM IN CURRICULUM II
See description for 1398F,S,H.
Staff, Summer Session and Regular Session

3300 F,S,H RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION
This course is designed to acquaint students with the elements of curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in curriculum and instruction.
Staff, Regular Session

3303 F,S,H PERSONAL MODES OF CLASSROOM KNOWING: A SEMINAR ON TEACHER AND STUDENT THINKING
A seminar on personal narrative and other research perspectives for the study of classroom participants' ways of knowing their situation. Philosophical and psychological background literature with an emphasis on ongoing research and a "practical" assignment define the course outline.

Prerequisite: Permission of the instructor.
F. M. Connelly, Regular Session

3304 F,S,H CURRICULUM SPECIALIZATION
A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

3305 F,S,H DOCTORAL SEMINAR IN QUALITATIVE RESEARCH ON TEACHING
Critical examination of current qualitative paradigms of research on teaching. The course requires field-work research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session

3308 F,S,H THE CONCEPTUALIZATION OF CURRICULUM PROBLEMS
An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in their resident year and of Ph.D. students usually in the second year of residence.
J. Weiss, Regular Session

3309 F,S,H ALTERNATIVE THEORETICAL PERSPECTIVES IN THE STUDY OF CURRICULUM

A critical analysis of various theoretical perspectives used in curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and relative power and usefulness for curriculum decision-making. Students are expected to make seminar presentations of developing thesis ideas.

F. M. Connelly, Regular Session

3310 F,S,H RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Research on the cognitive, perceptual, and linguistic processes involved in reading will be covered. Consideration will be given to the types of research designs and the methods of collecting and analysing data.

Prerequisite: 1310F,S,H and 1311F,S,H, or permission of the instructor.

D. M. Willows, Regular Session (not offered in 1989/90)

3312 F THE LINGUISTIC ANALYSIS OF INTERACTION IN EDUCATIONAL SETTINGS

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide a basic practical training in such methods of description and an introduction to some of the computer programs that are available to assist with the analysis of the data resulting from systematic descriptions of interaction. It is intended particularly for those planning to make use of such techniques in preparing dissertations.

Prerequisite: Permission of the instructor.

C. G. Wells, Regular Session

3313 F,S,H ADVANCED SEMINAR IN LANGUAGE AND LEARNING: THEORY AND PRACTICE

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: Permission of the instructor.

C. G. Wells, Regular Session

3316 S RESEARCH SEMINAR IN MATHEMATICS EDUCATION ACROSS THE CURRICULUM

A critical examination and application of recent research and theory in relation to projects being developed by members of the seminar. Typical projects may involve *(a)* developing and supporting, with sound curriculum arguments, a unit of a mathematics program for which there is a demonstrable need in the field, or *(b)* investigating and reporting on a substantial problem of current general interest in mathematics education.

Prerequisite: 1316F,S,H or 2316F,S,H and a project proposal approved by the instructor.

Staff

3318 S RESEARCH SEMINAR IN MULTILINGUAL/MULTICULTURAL EDUCATION

A critical analysis of research on multilingual/multicultural phenomena intended *(a)* to broaden students' knowledge of advanced research in the area, and *(b)* to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include

reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J. P. Cummins, Regular Session

3319 F,S,H COLLOQUIUM IN EDUCATIONAL LINGUISTICS
This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.

Prerequisite: 1317Y or 1318Y, or permission of the instructor.
M. Swain, Regular Session

3324 F,S,H CURRICULUM ISSUES
This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

3330 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF FRENCH
This colloquium deals with specialized topics in French educational linguistics. These may include the study of varieties of French and related pedagogical concerns, the analysis of French language teaching materials, and the development of a pedagogical grammar of French.

Prerequisite: 1330F,S,H or equivalent.
S. Lapkin, Regular Session

3336 F,S,H ASPECTS OF THE STUDY OF INTERLANGUAGE IN EDUCATION
This course is intended for students wishing to investigate current theoretical, empirical, and methodological issues related to second-language acquisition. The relevance of interlanguage to second-language pedagogy will also be explored.

Prerequisite: 1332F,S,H or 1333Y and 1336F,S,H.
S. Carroll, Regular Session

3346 F,S,H COLLOQUIUM IN ARTS AND EDUCATION
This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.
R. Courtney, Regular Session (daytime)

3347 F,S,H ARTS & EDUCATION: PLAY, DRAMA, AND THOUGHT
A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method. This course is offered alternately with 3348F,S,H.
R. Courtney, Regular Session

3348 F,S,H ARTS EDUCATION: DRAMA AND ETHNOLOGY
This course will examine cultural and educational determinants of the dramatic and artistic life of societies. Emphasis will be placed on the dramatic ceremonials of Amerindians, with specific reference to Canadian Indians; other cultures will be selected according to student interest. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material. This course is offered alternately with 3347F,S,H.
R. Courtney, Regular Session (after hours; not offered in 1989/90)

3352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM
Description as for 1352F,S,H, but at the doctoral level.

3365 F,S,H CURRICULUM ISSUES IN PRESCHOOL AND PRIMARY EDUCATION
An analysis of issues related to the development, selection, and implementation of curriculum programs in preschool/

primary grades. Analysis of issues in the context of decision-making involving administrators/consultants as well as teachers. Particular attention focussed on issues and implications related to recent proposals for the schools' involvement in the education/care of young children.

Prerequisite: 1365F,S,H or permission of the instructor.

E. M. Regan, Regular Session (not offered in 1989/90)

Note: The following courses in the departments of Applied Psychology and History and Philosophy of Education might also be of special interest to students in Curriculum: 3228F,S,H The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions; 1459F,S,H Creativity and Education.

Educational Administration

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Professor, and Chairperson of the Department
(leadership development for school and college administrators; selection, supervision, and evaluation of personnel; organizational development; administration of change)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:

JOHN E. DAVIS, *Ph.D. (Toronto)*
Associate Professor
(program design, implementation, and evaluation; program organization in small schools; school board relationships)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(dynamics of organizational behavior; the cognitive, reflective, and interpersonal functions of administrators and their effects on other persons; teacher thinking; discovery of tacit determinants of staff action)

THOMAS B. GREENFIELD, *Ph.D. (Alberta)*
Professor
(multiple realities in organization; power and compliance, roles and performance, change and persistence; the problems of purpose and value; experience and self in organization theory)

ANDREW HARGREAVES, *Ph.D. (Leeds)*
Associate Professor
(teacher development; time and teachers' work; teachers' cultures, careers, and strategies; qualitative research on educational policy and practice)

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Professor
(internal functions of school boards and school systems; trustee/administrator relationships; performance appraisals)

MARK HOLMES, *Ph.D. (Chicago)*
Professor
(the development, ethics, and administration of educational policy; effects of differences among schools on the outcomes of schooling; administrative aspects of student evaluation)

JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; collective bargaining processes and effects)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(management of educational systems; strategic long-range planning; collective bargaining; student information in systems management; equity in employment in education)

STEPHEN B. LAWTON, *Ph.D. (California at Berkeley)*
Professor
(educational finance and its social, political, and economic contexts; analysis of quantitative data; dissemination and utilization of educational research and innovations)

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Professor
(planned educational change; the administrator's role in school improvement; program and personnel evaluation)

GERALD T. MCLEOD, *Ph.D. (Alberta)*
Associate Professor
(power and control as exemplified in patterns of domination and subordination that typify relations between administrators, teachers, and students

as well as in interaction between professionals and non-professionals; bureaucratization of learning and its implications for the administration of schools; the ethical dimensions of educational administration)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(educational systems planning, policy analysis, and decision-making; computer simulation; computers in administration)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to the Higher Education Group
(the rise and fall of recent educational policies; internal, local, and provincial politics; confessional, impressionistic, and critical ethnographies)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

J. BRADLEY COUSINS, *Ph.D. (Toronto)*
Assistant Professor, OISE Trent Valley Centre
(knowledge utilization; program and personnel evaluation; principal's role in planned school change)

ASSOCIATED INSTRUCTOR:

MARVIN A. ZUKER, *LL.B (Osgoode), M.Ed. (Toronto)*
Provincial Judge of Ontario
(legal context of education)

PROFESSOR EMERITUS:

E. BROCK RIDEOUT, *M.Ed. (Toronto)*

PROGRAMS OF SPECIALIZATION

Several programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare practitioners for careers in administration at various levels. Most graduates will return to administrative positions at the school, board, or provincial level. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

A single integrated program focussed on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

ADMISSION AND FEES

Admission requirements are:

(a) seven years' experience as a school business official or in some other aspect of school administration;

(b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;

(c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees should be sent to:

S.B. Lawton, Coordinator
Certificate Program
Department of Educational Administration, OISE
252 Bloor St. West
Toronto, Ontario M5S 1V6

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 1988/89, the full-time annual fee was $1771 and the half-course fee was $265.75.

PROGRAM OF STUDY

The program of study consists of:

(a) 1040 and 1041, which are normally taken first;
(b) two half-courses related to school board management, which normally include 1017;
(c) two elective courses, normally in Educational Administration.

Students may begin the program in the summer, fall, or winter. If full-time, the program may be completed in one Regular Session (September to April). If part-time, it may be completed in any three Regular or Summer Sessions.

CERTIFICATE PROGRAM IN COMMUNITY COLLEGE ADMINISTRATION

This program serves the needs of staff in community colleges who desire advanced training in the administration of colleges but who do not wish to enrol in a regular degree program.

ADMISSION REQUIREMENTS

Admission requirements will normally include two letters of recommendation and an educational background appropriate for work at an advanced level, normally a degree from a recognized university or equivalent.

Candidates lacking the requisite academic training are encouraged to apply as mature students.

The Certificate Program is operated by the Centre for Executive Studies and the Department of Educational Administration, in cooperation with the Department of Adult Education and the Higher Education Group. All correspondence should be sent to:

E. S. Hickcox
Centre for Executive Studies
Department of Educational Administration, OISE
252 Bloor St. West
Toronto, Ontario M5S 1V6

PROGRAM OF STUDY

The program consists of two mandatory credits that will be offered in a residential format at OISE over a four-week period each summer. Students will normally commence the program by taking these credits.

In year one, students will undertake two credits through independent study at their respective institutions. In year two, they will undertake a major, cooperative practicum over two terms, which will earn two credits.

DIPLOMA OF ADVANCED STUDIES

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a full-time requirement of one term of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a

Diploma student be credited toward other programs.

For more information, contact S.B. Lawton, Coordinator, Diploma of Advanced Studies in Educational Administration.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of administration, be it through formal positions in established organizations or through initiatory action in less formal settings.

Within this purpose is served the needs of a diverse student body, some seeking preparation for administrative roles in school systems, some desiring leadership capabilities for carrying out individual programs, some wanting chiefly a better understanding of what administrators do, and some searching simply to broaden and deepen their knowledge in an area that attracts them and may lead to further research or doctoral study.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 28 to 29, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

(a) a good university degree, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;

(b) successful experience in administrative tasks;

(c) an interest in the study and practice of administration;

(d) a professional commitment to education;

(e) academic qualifications beyond the first degree;

(f) two letters of reference (page 11), which, whenever possible, should be written by (i) an educational administrator for whom the applicant has worked, and (ii) a professional colleague.

PROGRAM OF STUDY

There are two options within the M.Ed. program in Educational Administration for all candidates commencing the program in the 1986 Summer Session and thereafter. Applicants must state their preference in their application. Failure to state a preference will lead to placement in Option I.

Option I: Coursework only (ten half-courses plus a comprehensive examination). This program is designed primarily for the practitioner. Most students will enrol in this program. It comprises:

(a) 1040 Administrative Problems I: The School System, and 1041 Administrative Problems II: The School System in Society;

(b) one of 1016, 1022, 1036, and 1038 (School Operation and Planning);

(c) one of 1012, 1023, and 1024 (People in Organizations);

(d) one of 1017, 1018, and 1030 (External Influences on Education);

(e) five other courses of which at least one must be in Educational Administration;

(f) successful completion of the comprehensive examination, which may not be taken until six courses in the program have been satisfactorily completed. The examination is given annually on a Saturday in May.

Option II: Research project option (eight half-courses plus major research paper). This program, with strictly limited entry and requiring at least an A– average in the previous undergraduate degree, is research oriented and directed to those students who are likely applicants for admission to an Ed.D. program. It comprises:

(a) five courses selected as for sections *(a)* to *(d)* in Option I;

(b) either 1010 or 1003 (unless an equivalent graduate research methods course has already been successfully completed);

(c) one course (if 1010 is selected) or two courses (if 1003 is selected);

(d) development and satisfactory completion of a major research paper.

The research paper is likely to focus on a practical problem and will require field research. The format for the completed paper is that of the traditional research paper. Successful completion of the paper may, but will not necessarily, satisfy the requirement for a Qualifying Research Paper for consideration for doctoral admission.

For both Options I and II, the two compulsory courses, 1040 and 1041, should be taken at the beginning of the program. The three restricted-choice courses should normally be taken next. This policy is particularly important for those taking Option I who may wish to take the comprehensive examination after six courses.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's faculty advisor. Students may enrol, part-time or full-time, commencing in Summer Session, or first or second term of the Regular Session.

MASTER OF EDUCATION WITH A FOCUS ON COMMUNITY COLLEGE ADMINISTRATION

This is a regular M.Ed. program operated as an interdisciplinary focus in cooperation with the Department of Adult Education and the Higher Education Group. It is designed for staff in community colleges who are interested in learning about the nature and practice of administration at the college level.

ADMISSION REQUIREMENTS

Entrance requirements are the general requirements for admission to an M.Ed. program as outlined on page 28 in this Bulletin. In addition, the admission team, which will consist of representatives from the three cooperating departments, will look for the following characteristics:

(a) a university degree;

(b) experience and/or interest in administration;

(c) a professional commitment to education;

(d) two letters of reference. One should be written by an administrator the applicant has worked for, and the second should be written by a professional colleague.

PROGRAM OF STUDY

The program requires the completion of ten half-courses, with the following specifications:

(a) an introductory half-course in community college administration;

(b) two half-courses each from the departments of Educational Administration and Adult Education and the Higher Education Group. These courses will be chosen on advice from the student's program advisor from an approved list of courses available in the three departments;

(c) two elective half-courses, from any academic unit in the Institute, with the approval of the advisor;

(d) a culminating seminar when nine of the ten units have been completed or during the second term of a full-time residence year. The comprehensive examination, required of all Option I master's students, will be administered in connection with this seminar.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION *(M.Ed. and Certificate students)*

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the first and second terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree program and the Certificate program respectively are the same for the off-campus courses as for the regular campus program.

Information materials for both off-campus and on-campus courses to be offered in the 1989 Summer Session and the 1989/90 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus program will be considered.

For more information, contact J. E. Davis, Graduate Studies Academic Secretary.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 11 and 33, the Department of Educational Administration specifies the following:

(a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.

(b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by two letters of reference that the applicant must secure from senior administrators under whom the applicant has functioned, commenting on the applicant's

—achievement in identifying and solving educational problems;

—ability to work with people;

—leadership style; and

—awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

PROGRAM OF STUDY

The Ed.D. program is organized into six complementary components:

(a) Ed.D. core seminars, which consist of two half-courses (3040 and 3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations.

(b) Two of the following three half-courses or their equivalent: 3042, 3043, or 3044. (3044 is the administrative internship program, and only an internship program taken for credit at another university would be considered equivalent.)

(c) Two courses in one of three areas of concentration as follows:

— Area 1: Administrative Power and School Culture (3013, 3018, 3022, 3041, 3047)

— Area 2: Educational Policy, Development, and System Planning (3013, 3017, 3018, 3037)

— Area 3: Policy, the School, and Educational Change (3017, 3022, 3037, 3041, 3047)

(d) Elective courses. Two elective courses, which may be taken at the master's level, are required, although more may be taken. It is suggested that at least one elective be taken outside of the department.

(e) Ed.D. candidates are required to take

a comprehensive examination during their program of study.

(f) A doctoral thesis.

A student's program of study will normally begin in the fall term. The internship, if selected, would occur normally in the intersession between the spring and summer terms. Successful applicants are encouraged to begin the program with the residence year. If part-time study is chosen, it should begin as close to the residence year as possible.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact E. S. Hickcox, Ed.D. Program Coordinator.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.A.–Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

The program is offered in the following areas of concentration:

1. Administrative Power and School Culture: organization as invented and contested social reality; the responsibility and role of leaders and others in establishing and maintaining the culture of the school. (Study in this area is available at the advanced level through courses chosen from 3013, 3018, 3022, and 3047. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)

2. Educational Policy, Development, and System Planning: school systems in the context of political theory, planning, and finance; policies as instruments for achieving equity and effectiveness. (Study in this area is available at the advanced level through courses chosen from 3013, 3017, 3018, and 3037. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)

3. Policies for Educational Change in Schools: implementing change for increased effectiveness in schools; the leader as decision-maker and change agent. (Study in this area is available at the advanced level through courses chosen from 3017, 3022, 3037, and 3047. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)

Applicants to the program must include with their application a statement of their background and interests. The statement *(a)* should describe the applicant's past professional and educational experience; *(b)* should demonstrate how studies within the M.A.–Ph.D. program in Educational Administration would help in the attainment of future career goals; and *(c)* must indicate which of the three areas of concentration identified above the applicant wishes to pursue within the program.

Upon entry to the program, the M.A.–

Ph.D. Admissions Committee will assign an advisor to assist the student in choosing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of the student's interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be worked out mutually and later between the student and a faculty member.

For information not provided in this Bulletin, applicants should contact the M.A.–Ph.D. Program Coordinator, T. B. Greenfield.

DEPARTMENTAL REQUIREMENTS

Admission to the M.A. degree program normally requires an A– standing in the final year of the undergraduate degree (see page 31). The M.A. program consists of twelve half-courses and a thesis for students with a B.A. degree and no teacher education; or ten half-courses and a thesis for those with teacher education. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A.–Ph.D. Admissions Committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator. The general admission requirements for M.A. and Ph.D. programs are set out on pages 31 and 34 to 35 of this Bulletin.

PROGRAM OF STUDY

M.A.

At least half of the required courses for an M.A. program must be completed in the Department of Educational Administration. These courses should reflect study within one of the areas of concentration defined above for the M.A.–Ph.D. program as a whole. The remaining courses may be selected from those offered in the department, in other departments of OISE, or in other graduate departments of the University of Toronto. At least two half-courses concerned with methods of inquiry must be included. Normally the courses chosen for the M.A. program will be at the 1000 level.

Ph.D.

The program comprises at least six new half-courses, three of which must be advanced-level (3000) courses. The six courses must include:

(a) At least four half-courses defining a major in educational administration. The major will include 3040 and a minimum of two advanced courses chosen from one of the areas of concentration defined above;

(b) Two minors of at least two half-courses each. One of the minors will be in methods of inquiry and will normally include 3042 and 3043. Students who have completed courses in research methodology in a master's program may be granted up to two half-courses as credit toward the Ph.D. minor in methods of inquiry. In deciding what constitutes a research minor in the Ph.D. program, the chief criterion will be a demonstration that the student has a mastery of methods of inquiry adequate to the thesis research. On the recommendation of the advisor, the student may take either or both minors outside the department.

Ph.D. candidates are required to take a comprehensive examination during their program of study.

A thesis is required.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 F,S,H THE SCHOOL AS A SOCIAL INVENTION

Modern organization theory assumes that facts alone provide a basis for administra-

tive action. But is that enough for administrators to make right decisions? Answers are sought in a theory that views organizations as a moral order in action. Interpretive, phenomenological, and interactionist theory offers theoretical tools for understanding the social realities of schools and administration. Topics include conflict, deviance, building consensus and commitment, and the responsibility of the administrator for self and others. The course may be of special value to students working to develop a theoretical framework to support a thesis or research project, but it would also meet the needs of any student seeking to establish or broaden an understanding of organization and administrative theory.
T. B. Greenfield

1002 F,S,H SOCIAL FORCES ON EVERYDAY SCHOOL LIFE

An inquiry into the social realities of an organization and its administration. Students will use observation, description, narrative, interview, and other ethnographic techniques to analyse an organization, usually their own place of work. Deeper appreciations of the dynamics of organization and administration through analysis and reflection are the desired outcomes of the course. It does not aim to improve the conditions of an organization, to solve its immediate problems, or to evaluate its effectiveness, though such outcomes might be by-products of the inquiry.
T. B. Greenfield

1003 F,S,H INTRODUCTION TO RESEARCH IN EDUCATIONAL ADMINISTRATION

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in educational administration.
S. B. Lawton

1004 F,S,H THE USE OF RESEARCH IN EDUCATIONAL ADMINISTRATION

The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.
S. B. Lawton, S. Padro, and staff

1009 F,S,H ADMINISTRATOR–SCHOOL BOARD RELATIONSHIPS

A study and analysis of the factors influencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data, which are analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-education backgrounds.
J. E. Davis

1010 Y RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.
S. B. Lawton and *S. Padro*

1012 F,S,H CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS

A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies and field experiences are used

as bases for the analysis and development of action proposals dealing with administrative problems.
J. E. Davis and *D. F. Musella*

1013 F,S,H SUPERVISORY RELATIONSHIPS
A basic course in supervision specializing in human interaction, its purpose and its effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
A. F. Brown

1016 F,S,H SCHOOL PROGRAM DEVELOPMENT AND IMPLEMENTATION
An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
J. E. Davis, M. Holmes, and *K. A. Leithwood*

1017 F,S,H EDUCATIONAL FINANCE
Public education is an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
S. B. Lawton and staff

1018 F,S,H POLITICAL SKILL IN THE EDUCATION ARENA
Practical considerations in solving political problems in and around schools. Special attention to timing, advising, coalition-building, and taking stands. Focusses on teacher, administrator, trustee, media, and citizen-activist roles in a mix of communities and current issues. Readings include procedural, fictional, and conceptual material.
R. G. Townsend

1019 F,S,H EQUITY IN EMPLOYMENT IN EDUCATION
The personnel function is central to administrative practice in school systems, colleges, and universities. Equity in employment is central to the personnel function as legislation, policy, and collective agreements structure the workplace in a more egalitarian mode. This course will assess equity in employment through lectures and seminars examining concepts, legislation, and methods of implementation. It will attempt to provide an understanding of the implications of inequitable employment practice, of information practices used to discover inequity, and of methods used to rectify inequities in the areas of race, culture, age, color, gender, family and/or status, sexual orientation, physical or mental disabilities, citizenship, national origin, language, or ancestry.
E. H. Humphreys

1020 F,S,H TEACHERS AND THE ADMINISTRATIVE PROCESS
This course deals with the position and action of teachers in the administrative process as receivers and interpreters of administrative decisions, as dischargers of administrative responsibility themselves, and as contributors to collective processes of school decision-making and development. It looks at the determinants of teachers' classroom strategies, the shared culture of teachers, conflicting subject subcultures, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change.

The course will be of interest to elementary and secondary teachers and to educational administrators.
A. Hargreaves

1022 F,S,H THE SOCIAL CONTEXT OF ADMINISTRATION
This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041

F,S,H looks generally at schooling as a part of the larger society, this course examines more deeply such topics as: the school board, the administrator, and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institution within a social setting.
A. Hargreaves, M. Holmes, and *G. T. McLeod*

1023 F,S,H INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS
The school environment is the context. The following are the goals of the course: first, analysis of the determinants of interpersonal behavior to allow *(a)* more accurate prediction of appropriate behavioral responses, and *(b)* suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system; second, the development of one's own interpersonal skills.
A. F. Brown

1024 F,S,H CLINIC IN ADMINISTRATIVE RELATIONSHIPS (Pass/Fail)
The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
A. F. Brown and *D. F. Musella*

1025 F,S,H SCHOOLS AND THEIR EFFECTS ON ACHIEVEMENT
This course examines school processes and their effects on student achievement. The influence of many factors, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time, is examined within the context of the characteristics students bring with them from home and community. Particular stress is laid on factors susceptible to administrative influence.
M. Holmes

1026 F,S,H EVALUATION OF PROFESSIONAL PERSONNEL IN EDUCATION
Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
E. S. Hickcox and staff

1027 F,S,H THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION
The study of education from an economist's perspective, and the implications of conclusions for educational administrators. At the micro level, topics will include the relationship between instructional resources and student learning, with the teacher viewed as the key decision-maker in the allocation of these resources. At the macro level, topics will include the relationship between investment and education, the formation of human capital, and national economic growth, and the use of government grants to direct school boards by controlling the price of educational inputs.
S. B. Lawton

1028 F,S,H POLICY DELIVERY AND SCHOOLS
How people "construct" educational policies and how other people deliver those policies. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Includes readings from a variety of disciplines.
R. G. Townsend

1029 F,S,H SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS
Some unique problems, presented to the

administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

1030 F,S,H THE LEGAL CONTEXT OF EDUCATION

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of the sources of law under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, Bill 82, teacher rights, and student discipline.
Staff

1033 F,S,H THE COLLECTIVE BARGAINING PROCESS IN EDUCATIONAL ORGANIZATIONS

This course provides a basic framework for understanding and participating in the collective bargaining process in educational organizations. Class presentations and readings are supplemented by practical exercises and simulations that illustrate specific aspects of the process and allow the student to experience the process. Topics include the legal and historical context of teacher negotiations; the planning, developing, and administration of a contract; and the nature of the negotiation process including contract development, party relations, costing, team-building activities, and conflict resolution. The course is suitable both for those experienced in negotiation and for those who wish to gain a better understanding of the bargaining process in educational organizations.
J. H. House and *E. H. Humphreys*

1034 F,S,H PREPARATION FOR COLLECTIVE BARGAINING IN EDUCATION

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
E. H. Humphreys

1035 F,S,H ADMINISTRATION OF COLLECTIVE AGREEMENTS IN EDUCATIONAL ORGANIZATIONS

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focussing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
J. H. House

1036 F,S,H PLANNING IN EDUCATIONAL ORGANIZATIONS

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. Present approaches to educational planning will be examined within the development of educational planning over the last fifty years. Theories and methodologies considered will include strategic planning, projecting of enrolment and teacher supply/demand, facilities, program, personnel

and service planning, information development and maintenance, provision of special services, and financial planning. A systems perspective will illustrate the interrelationships among roles, levels, and functions that exist in the educational system.
E. H. Humphreys and staff

1037 F,S,H ISSUES IN PLANNING EDUCATIONAL SYSTEMS

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.
E. H. Humphreys

1038 F,S,H SYSTEMS ANALYSIS FOR EDUCATIONAL PLANNING AND DECISION-MAKING

An introductory overview of systematic approaches to educational planning and decision-making. Topics to be covered include: systems theory, the systems approach, project planning and scheduling techniques, analytical methodologies for decision-making, cost-effectiveness analysis, and management information systems. Emphasis will be on application of the techniques to educational decision-making and planning.
S. Padro

1039 F,S,H SCHOOL SYSTEMS: PLANNING PRACTICUM

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems – such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment.

One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand / supply by subject specialization.
S. Quazi

1040 F,S,H ADMINISTRATIVE PROBLEMS I: THE SCHOOL SYSTEM

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organization theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. The uses of research in identifying and solving problems in educational administration will be emphasized.
A. F. Brown, J. E. Davis, E. S. Hickcox, G. T. McLeod, and staff

1041 F,S,H ADMINISTRATIVE PROBLEMS II: THE SCHOOL SYSTEM IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include school–community relations; the interface between school boards and administrative and teaching staffs; the impact of provincial legislation; and the financing of education in Ontario.
A. Hargreaves, M. Holmes, E. H. Humphreys, D. F. Musella, S. Padro, and staff

1047 F,S,H MANAGING CHANGES IN CLASSROOM PRACTICE

Basic assumptions underlying alternative approaches to school improvement, planned change, and curriculum implementation are examined. A model for planned change is used to identify those tasks central to effective change. Procedures for carrying out such tasks in relation to the teacher's role are examined. Special attention is given to the problem of evaluating the nature and degree of change in classroom practice.

The course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities. See also courses 1048 and 3047.
K. A. Leithwood

1048 F,S,H THE ADMINISTRATORS' ROLE IN SCHOOL IMPROVEMENT

A companion to course 1047, the course is based on the same model for planned change. Tasks central to effective administration and leadership in improving school effectiveness are identified and procedures for carrying out these tasks are examined. Ethical issues associated with administrative intervention are identified and alternative approaches to such issues discussed.

This course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities.
K. A. Leithwood

1052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3013 F,S,H DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in organizations, including: effect of human sociability; dialectics of leadership–cathexis, consensus–conflict, eustress–distress; discovery and development of personal constructs used as hidden determinants of person–person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
A. F. Brown

3017 F,S,H PROBLEMS IN THE FINANCE AND ECONOMICS OF EDUCATION

Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of educational costs, financing of long-term developments in education.

Prerequisite: 1017F,S,H or 1027F,S,H or permission of the instructor.
S. B. Lawton

3018 F,S,H GOVERNING EDUCATION: A SEMINAR ON POLITICS

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
R. G. Townsend

3022 F,S,H THE INVESTIGATION OF SCHOOL CULTURE: AN EXAMINATION OF THE DAILY LIFE OF SCHOOLS

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to apply a variety of interpretive frameworks to their understanding of institutional culture.
M. Holmes

3037 F,S,H PLANNING THE MANAGEMENT OF EDUCATIONAL ORGANIZATIONS

This seminar deals with alternative managerial approaches to system-wide planning in educational organizations at the primary, secondary, and tertiary levels of education. The role of advisory/buffer/intermediary bodies, subsidiary units, faculty associations/federations, and student and parent associations is examined in the context of information flows and analysis, normative, strategic, tactical, and operational planning of the system, and the interface of the system with government.

Prerequisite: 1036F,S,H or 1037F,S,H or 1039F,S,H or permission of the instructor.

E. H. Humphreys

3040 F,S ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I: PEOPLE AND POWER IN ORGANIZATIONS

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.

G. T. McLeod

3041 F,S ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II: DOCTORAL SEMINAR ON POLICY ISSUES IN EDUCATION

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy development. Various faculty in the Department of Educational Administration will be responsible for particular sessions. Required for Ed.D. students. An elective for Ph.D. students.

Permission of Course Coordinator required for students outside Educational Administration.

E. S. Hickcox and staff

3042 H FIELD RESEARCH IN EDUCATIONAL ADMINISTRATION

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality. The relationship of fact and value in social research, the limits of science in truth-making. The relationship of such science-established truth to evaluation and administrative action. The problems of ethical inquiry into organizational and administrative realities.

T. B. Greenfield and *A. Hargreaves*

3043 F,S,H SURVEY RESEARCH IN EDUCATIONAL ADMINISTRATION

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the methods, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis, the drawing of causal inferences, and presentation of results in a clear and effective manner.

Prerequisite: 1003 or 1666 or 1960 or permission of the instructor.

S. B. Lawton and *S. Padro*

3044 S INTERNSHIP IN EDUCATIONAL ADMINISTRATION

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.

E. S. Hickcox

3047 F,S,H RESEARCH SEMINAR ON THE MANAGEMENT OF EDUCATIONAL CHANGE

A seminar examining methodological problems and approaches to research on planned change, improving school effectiveness, and implementing curriculum innovations. Substantive sets of problems for research will be identified, in part, using a model for planned change (see courses 1047, 1048). Alternative methodologies will be assessed for their usefulness in exploring each set of problems.

Students will be encouraged to reflect on their own thesis research in the seminar; ongoing faculty research will also be used to exemplify issues and solutions. Some direct involvement in ongoing research will usually be provided.
K. A. Leithwood

3052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052F,S,H, but at the doctoral level.

Higher Education Group

GEORGE L. GEIS, *Ph.D. (Columbia)*
Professor, and Chairperson of the Department
(design of instructional systems; the professoriat; faculty development)

MICHAEL L. SKOLNIK, *B.Phil. (Oxford)*
Professor, and Graduate Studies Academic Secretary, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education and the labor market; the community college; policy studies for systems of higher education)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor, cross-appointed from History and Philosophy of Education

RUTH E. S. HAYHOE, *Ph.D. (London)*
Associate Professor
(comparative education; higher education in China)

ANGELA HILDYARD, *Ph.D. (Toronto)*
Associate Professor, and Assistant Director (Field Services and Research), OISE
(cognitive psychology; learning and learning systems in higher education)

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor
(public finance and educational policy; comparative education)

CHARLES E. PASCAL, *Ph.D. (Michigan)*
Professor, and Chair of the Council of Regents for the Colleges of Applied Arts and Technology of Ontario
(policy research on postsecondary education; organizational and professional development in postsecondary institutions; design and evaluation of educational development programs; international education)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Educational Administration

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed to History and Philosophy of Education
(history and philosophy of higher education; philosophy of science; philosophy of language; theory of knowledge; philosophy of research traditions)

ASSOCIATED INSTRUCTORS:

BERTRAND L. HANSEN, *B.A. (Ohio State)*
(decision-making processes in postsecondary education; organization, management, and quantitative/qualitative planning for resource allocation in universities and colleges)

DANIEL W. LANG, *Ph.D. (Toronto)*
Associate Professor of Higher Education, cross-appointed from the University of Toronto; Assistant Vice-President (Planning) and University Registrar, University of Toronto

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Higher Education
(institutional and systems planning; forecasting techniques; manpower planning)

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

BERNARD J. SHAPIRO, *Ed.D. (Harvard)*
Deputy Minister, Ministry of Education, Province of Ontario

RICHARD G. TIBERIUS, *Ph.D. (Toronto)*
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

MARVIN A. ZUCKER, *LL.B. (Osgoode), M.Ed. (Toronto)*
Provincial Judge of Ontario
(higher education and the law)

PROFESSOR EMERITUS:

CICELY WATSON, *Ph.D. (Harvard)*
(professional education and manpower forecasting; planning, forecasting, and policy studies for systems of higher education)

PROGRAMS OF SPECIALIZATION

The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada. It may include analysis from the vantage point of a discipline (history, philosophy, politics, economics, sociology) or related to function (e.g., governance, management, planning, finance, staff development). A small department such as the Higher Education Group cannot, of itself, offer concentrations in all such areas of interest. However, six specializations are available (history and philosophy, administration and planning, professional education, comparative higher education, teaching and learning, and health professional education).

In addition to the programs described, the Higher Education Group cooperates with other departments in offering an M.Ed. degree program and a certificate program designed for those who are working, or planning to work, in college administration. The programs are offered through the Department of Educational Administration and are described in that department's section of this Bulletin.

Students may register for M.Ed., M.A., Ed.D., or Ph.D. programs in Education with specialization in Higher Education. The general requirements for these degrees are outlined on pages 28 to 36 of this Bulletin.

Students in all programs are required to become familiar with what may be called the foundations of higher education. Applicants with advanced degrees in fields other than education may be required to take additional courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

Students accepted to M.Ed. degree programs after July 1, 1986, in Higher Education will normally be required to pursue Option I (ten half-courses plus a written general comprehensive examination). Only in exceptional cases where later application for admission to doctoral study is anticipated may a student pursue Option II (eight half-courses plus a research project/paper). However, those students who are in the health professional education program are required to register in M.Ed. Option II. Normally all M.Ed. students must take 1803Y and at least four other courses in Higher Education.

The general comprehensive examination is offered once a year in April for Option I M.Ed. students. Full-time students should take it at the end of their year of study. Part-time students normally will take it toward the end of their program.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y. Students admitted to an M.A. program requiring ten half-courses (usually because of two half-course advanced standing granted for teacher training and certification) will also be required to take 1803Y. In individual cases, students with highly relevant four-year undergraduate degrees may be granted some reduction in the program requirements.

The M.A. in Higher Education requires one year of full-time residence plus a written general examination and a thesis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on page 33 of this Bulletin, the Higher Education Group specifies the following:

(a) a University of Toronto M.Ed. or M.A. in Education, with specialization in Higher Education, or the equivalent;

(b) at least two letters of reference commenting on scholarly achievement and promise, or professional achievement and promise, or both;

(c) a personal interview with the candidate to be arranged when possible;

(d) an acceptable master's thesis, research project report, or scholarly paper, which must be submitted at the time of application.

PROGRAM AND PATTERN OF STUDY

(a) A minimum of eight half-courses, or the equivalent, are required beyond a relevant and acceptable M.Ed. or M.A. degree and may be taken full-time or part-time. Normally they will include 1803Y and at least three other half-course equivalents in Higher Education;

(b) a written comprehensive examination for all candidates commencing the program after July 1, 1986;

(c) a thesis reporting the results of original research, the emphasis of which may be either theoretical or applied;

(d) a minimum of two consecutive terms of full-time study: first and second *or* second and first.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of:

(a) eight half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant M.A. in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The eight half-courses will include four in Higher Education (the candidate's major subject), and two each in related minor fields. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include 1803Y;

(b) a comprehensive written examination, usually taken in the second term of the second residence year, for all students commencing the Ph.D. program after July 1, 1986; and

(c) a thesis reporting the results of original research.

COURSES

A course is identified with the Higher Education Group when the first two digits of the course number are 18 or 38.

1801 F THE HISTORY OF HIGHER EDUCATION IN CANADA: AN OVERVIEW

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century.
W. Brehaut and staff

1802 S RESEARCH SEMINAR IN HIGHER EDUCATION IN CANADA

Students who have taken 1801F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1801F may be waived.
Staff

1803 Y RECURRING ISSUES IN POSTSECONDARY EDUCATION

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

1805 F,S,H THE COMMUNITY COLLEGE

An examination of the development of non-degree-granting institutions and an analysis of the problems that face such institutions.
Staff

1806 F SYSTEMS OF HIGHER EDUCATION
A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
Staff

1807 F,S,H STRATEGIC AND LONG-RANGE PLANNING FOR POSTSECONDARY SYSTEMS
This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and *D. W. Lang*

1809 F ADMINISTRATION OF COLLEGES AND UNIVERSITIES
A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
Staff

1811 F,S,H INSTITUTIONAL RESEARCH AND PLANNING
A study of the practice of institutional research and planning in colleges and universities. This course is designed as an introduction to the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus is parallel to course 1807F,S,H, which has a systems focus.
S. Quazi and *D. W. Lang*

1812 F,S,H EDUCATION AND THE PROFESSIONS
An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs.

This seminar is taken as an optional course by students in a number of graduate professional programs (education, social work, library science, engineering, business, nursing). Students prepare research papers related to their own professions.
Staff

1813 F,S,H RESEARCH IN THE UNIVERSITY
An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
I. Winchester

1814 F,S,H CURRICULUM IN INSTITUTIONS OF HIGHER EDUCATION
A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
A. I. Rothman

1815 F,S,H TEACHING IN INSTITUTIONS OF HIGHER EDUCATION
A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
A. I. Rothman

1816 F,S,H CONCEPTIONS OF LEARNING IN HIGHER EDUCATION
An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
A. Hildyard

1818 F,S,H EDUCATIONAL DEVELOPMENT: EXAMINATION OF STRATEGIES FOR IMPROVING TEACHING AND LEARNING IN POSTSECONDARY INSTITUTIONS
An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R. G. Tiberius

1820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: MASTER'S LEVEL

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.
Staff

1821 S DIVERSITY AND DIFFERENTIATION IN POSTSECONDARY EDUCATION

The course will examine the range of programs and supporting institutional arrangements in postsecondary education, including university, college, and non-formal sectors, and identify factors that contribute to differentiation within and between sectors. It will consider diversity and differentiation from the perspective of institutional status, educational philosophy and objectives, delivery mechanisms, program inputs and requirements, and clientele served. Particular attention will be given to the questions of why certain areas of study and types of learning experiences are provided by particular postsecondary institutions, and how program-mix changes over time. The course will use both survey and case-study methodologies.
M. L. Skolnik

1822 F THE IDEA OF THE UNIVERSITY AND THE COLLEGE

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. This seminar involves selected readings.
I. Winchester

1823 S RESEARCH SEMINAR IN THE IDEA OF THE UNIVERSITY AND THE COLLEGE

Students who have taken 1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1822F may be waived.
I. Winchester

1824 F,S,H THE PLANNING OF FACILITIES IN HIGHER EDUCATION

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications," facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.
D. N. Wilson and *S. Quazi*

1825 F COMPARATIVE HIGHER EDUCATION: PART I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are purpose and method in comparative education, views of social change, and the application of scientific method to comparative analysis. The course draws on selections of the literature produced by university scholars and by such international organizations as UNESCO, the World Bank, and the International Bureau of Education.
R. E. S. Hayhoe

1826 S COMPARATIVE HIGHER EDUCATION: PART II

This course applies comparative education theory to a consideration of the roles of universities and other higher institutions in various societies, starting with Eastern and

Western traditions in higher education and continuing through the transition to modern forms in different countries. Exemplars of this transition under capitalism, under communism, and in the Third World are discussed. Also students are encouraged to develop a critical approach to some of the classic studies produced in the field of comparative higher education. Either 1825F or another course in comparative education is prerequisite for this course.
R. E. S. Hayhoe

1827 F,H THE POLITICS OF HIGHER EDUCATION
What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
R. G. Townsend

1840 F,H ECONOMICS OF HIGHER EDUCATION
An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
M. L. Skolnik

1841 F,H PUBLIC FINANCE AND HIGHER EDUCATION
Public finance will be used as the frame of reference for studying efficiency, equity, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J. W. Holland

1842 S,H HIGHER EDUCATION AND THE LABOR MARKET
An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the manpower aspects of planning in higher education. Topics covered include the supply of and demand for educated manpower; employment experience of graduates; the utilization of educated manpower by industry; the use of manpower projections in institutional and system planning; and the development of manpower policy in Canada and Ontario.
M. L. Skolnik

1843 S,H HIGHER EDUCATION AND THE LAW
This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
Staff

1852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Few 3800-level courses are offered in Higher Education. Most advanced study is undertaken on an individual basis. All doctoral programs should include individual reading and research courses in the area of the candidate's specialization.

3806 S CASE STUDIES IN COMPARATIVE HIGHER EDUCATION

This is a seminar course designed for students interested in the comparative study of higher education.

Staff

3807 S,H THE UNIVERSITY UNDER COMMUNISM

This course explores facets of the role of the university within communist society. It begins with a focus on the central contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system. The following broad topics are covered: (1) the university in the transition to communism and the making of a proletarian intelligentsia; (2) higher education and the socialist economy; (3) the diversification of higher education under communism; and (4) the communist university within the international academic community.

R. E. S. Hayhoe

3810 F,S,H INTERNATIONAL ACADEMIC RELATIONS

This course will take the literature of international academic relations as its base, then look at issues of culture and knowledge in the international context. Practical topics for exploration include the role of universities in international development activity, relations between universities and such international agencies as UNESCO and the World Bank, international student/scholar exchanges, and the university's responsibility on issues of peace and human rights.

R. E. S. Hayhoe

3820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1820F,S,H.

Staff

3852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1852F,S,H but at the doctoral level.

A number of courses offered by other OISE departments are acceptable substitutes for the prerequisites of admission to programs in Higher Education. For information, consult the staff of the Higher Education Group.

History and Philosophy of Education

DWIGHT R. BOYD, *Ed.D. (Harvard)*
Associate Professor, and Chairperson of the Department
(moral education; ethical issues in education; philosophical issues related to gender in education; philosophical psychology)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor, cross-appointed to Curriculum
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and legal education)

CLIVE M. BECK, *Ph.D. (New England)*
Professor, cross-appointed to Adult Education
(ethics; values education; values in adulthood; religious education; literature education)

DEANNE BOGDAN, *Ph.D. (Toronto)*
Assistant Professor
(philosophy of literature and literature education; literary theory; aesthetic and values education; censorship; feminist criticism; epistemology of literary response)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor, cross-appointed to the Higher Education Group
(history of Canadian education; teacher education; development of educational research)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed to Curriculum
(alternative schools; the culture of the school; parents and teachers; progressive education; anarchism and education; critical pedagogy)

DAVID LEVINE, *Ph.D. (Cambridge)*
Associate Professor
(social modernization and economic change; historical demographic and social structural analysis)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor, cross-appointed to Sociology in Education, and cross-appointed to the Department of Philosophy and to the McLuhan Program in Culture and Technology, University of Toronto
(critical social theory; phenomenology and hermeneutics; democracy and education in North American and European traditions of social thought; social philosophy of American pragmatism and Marxism)

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology; philosophical foundations of cognitive science)

RUTH R. PIERSON, *Ph.D. (Yale)*
Associate Professor, cross-appointed to Sociology in Education
(education in early modern and modern European history; twentieth-century German history; intellectual history and women's history)

ALISON PRENTICE, *Ph.D. (Toronto)*
Professor
(history of Canadian education; nineteenth-century educational history; women's history and education; history of American education)

HAROLD M. TROPER, *Ph.D. (Toronto)*
Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed from the Higher Education Group

PROGRAMS OF SPECIALIZATION

This department offers programs leading to the M.Ed. and Ed.D. degrees with specialization in History and/or Philosophy of Education for educational practitioners, and programs leading to the M.A. and Ph.D. degrees for research-oriented scholars (who may or may not be practitioners) who wish to apply their discipline to the study of education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have residence requirements. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

General admission requirements for each program are outlined on pages 28 to 35. M.A. and Ph.D. applicants to this department are normally expected to have a substantial undergraduate concentration in history and/or philosophy, but applicants with concentrations in related social sciences and humanities disciplines will also be considered for admission.

In this department students' programs are individualized, and it is the responsibility of each student to select courses appropriate to his/her interests in consultation with the faculty advisor. Basic requirements for each degree program are outlined below.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The new Master of Education program pertains to students commencing in the 1986 Summer Session and thereafter. See pages 28 to 30 for general requirements. The M.Ed. degree program in History and Philosophy of Education is pursued under Option II (eight half-courses plus a major research project/paper). Students in either History or Philosophy of Education will be expected to take at least four half-courses in the specialization. Candidates who wish to specialize in both History and Philosophy normally do at least five courses within the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Many M.Ed. students in History and Philosophy of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE or the University of Toronto. Such students may, with permission, enrol in the M.Ed. for Special Purposes and thus be able to take as few as three half-courses in this department. For details of this program see the "General Requirements" section of this Bulletin.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Ed.D. program requires one year (two consecutive academic terms) of full-time study and is designed for career educators who wish to engage in the in-depth study of a problem or topic related to their professional practice. Admission requirements are similar to those for the Ph.D. program with the additional requirement of professional training and experience in education. In view of the shorter residence requirement, applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Qualified applicants with a master's degree in History and/or Philosophy of Education from this department may be admitted to an eight half-course program. Applicants with other specializations in their master's degree programs are required to do additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The core program includes two Ed.D. seminars (3490F and 3491S) taken during the year of residence and two Ed.D. practica (3494F,S,H and 3495F,S,H) arranged in consultation with the faculty advisor. Other practice-oriented courses in the department may be substituted for one or both practica with the advisor's approval.

The remaining courses are selected by the student in consultation with the advisor and may be taken on a part-time basis before and following the year of residence. Students are encouraged, though not required, to do at least two elective half-courses before the resident year.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Qualified applicants who hold a four-year bachelor's degree with a major in history or philosophy may be admitted to a one-year program consisting of six half-courses (four of which should be taken in the area of specialization in this department) and a thesis. Applicants with undergraduate majors in related social science and humanities disciplines are normally required to do some additional courses. They are encouraged to submit with their application descriptions or outlines of courses that have substantial historical or philosophical content.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Ph.D. program requires a minimum of two years of full-time resident study. Qualified applicants with an M.A. degree in History and/or Philosophy of Education or the equivalent (including a thesis or equivalent major research paper) may be admitted to a two-year program, which consists of six half-courses and a thesis. If the master's degree does not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration in the program. Applicants who do not hold a master's degree with specialization in history or philosophy of education will be required to do additional courses to establish equivalency in their area of specialization. Those with a relevant master's degree but with no previous graduate courses in history or philosophy of education are normally required to do ten half-courses. Applicants who have related graduate courses with substantial history or philosophy content related to education should submit with their application descriptions of these courses. Applicants who have not completed a master's degree in this department are also encouraged to submit with their application samples of their scholarly writing (e.g., master's thesis, major research paper, published article). All applicants to the Ph.D. program are requested to submit a statement of their particular research interests within their area of specialization (history or philosophy of education) in as much detail as possible so that an appropriate faculty advisor can be designated.

The Ph.D. program is highly individualized. Each student's program is determined in consultation with the faculty advisor within the general guidelines noted on pages 35 to 36. Candidates commencing the Ph.D. program after July 1, 1986, will be required to take a comprehensive examination during the program.

PROGRAM/RESEARCH FOCUSES

To guide students in selecting courses and thesis advisors, we offer the following thematic focuses within the two general areas of specialization in this department:

History of Women and the Family in Education: D. Levine, A. Prentice, R. R. Pierson. Courses – 1418, 1421, 1422, 1423, 1426, 3414, 3421, 3423. (See also "Interdisciplinary Focuses" in family studies and women's studies for other related courses.)

History of Schooling in Canada: W. Brehaut, A. Prentice. Courses – 1403, 1404, 1414, 1416, 1417, 1425.

Moral/Values Education: C. M. Beck, D. R. Boyd, J. A. Eisenberg. Courses – 1438, 1441, 1443, 1449, 3441, 3443. (See "Interdisciplinary Focuses" section for related courses.)

Philosophy of Literature in Education: C. M. Beck, D. Bogdan, D. Misgeld, I. Winchester. Courses – 1459, 1462, 1484, 1485, 3436.

Other focuses include such areas as:

—immigration, ethnicity, and multiculturalism in education

—religious education

—law and social issues in education

—critical social theory and critical pedagogy

—creativity and aesthetics

—working-class education

—developmental epistemology and theories of knowledge

—alternative/cooperative schooling.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level*. Most courses may be taken by both master's and doctoral students. Courses in this department are normally open to students in other departments as well.

Although the following courses are listed in the Bulletin, not all are offered in any given year. Please check the OISE schedules of course offerings for Summer and Regular Sessions. These will be available at a later date from the Office of Graduate Studies, or in the Department of History and Philosophy of Education.

1402 F,S,H HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.
R. R. Pierson (not offered in 1989/90)

1403 F,S,H HISTORY OF EDUCATION IN CANADA

A survey course whose central theme is "Canadian answers to perennial questions in education." Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region.

Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective). (See also 1404F,S,H.)
W. Brehaut

1404 F,S,H HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS

A historical study of recurring issues in Canadian education. The choice of particular issues to be studied will depend largely on seminar members' special interests.

Prerequisite: 1403F,S,H or equivalent.
W. Brehaut (not offered in 1989/90)

1407 F,S,H MASS EDUCATION IN ENGLISH HISTORY

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

1408 F,S,H ELITE EDUCATION IN ENGLISH HISTORY

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine (not offered in 1989/90)

1414 F,S,H ORIGINS OF MODERN SCHOOLING: PROBLEMS IN NINETEENTH- AND TWENTIETH-CENTURY EDUCATIONAL HISTORY

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
A. Prentice (not offered in 1989/90)

1416 F,S,H ONTARIO EDUCATION

A seminar focussing on recent research in Ontario educational history, emphasizing the social and political context of educational change. Students will be involved in a research project.
Staff

1417 F,S,H POLITICS IN THE HISTORY OF CANADIAN EDUCATION

This seminar will focus upon specific issues in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions at the federal, provincial, and local levels. Similarly, the political role of the church, teachers, parents, students, and other special interest groups will be examined in relation to the development of education in Canada.
W. Brehaut (not offered in 1989/90)

1418 F,S,H THE ROLE OF EDUCATION IN THEORIES OF WOMEN'S EMANCIPATION: I

The feminist traditions in Western society, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the fifteenth century to the end of the nineteenth century.
R. R. Pierson

1419 F,S,H RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff

1420 F,S,H EUROPEAN POPULAR CULTURE AND THE SOCIAL HISTORY OF EDUCATION: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other

realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

1421 F,S,H THE HISTORY OF WOMEN AND EDUCATION: I
An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
A. Prentice and *R. R. Pierson* (not offered in 1989/90)

1422 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: I
The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

1423 S EDUCATION AND FAMILY LIFE IN NINETEENTH-CENTURY CANADA
This course has been designed as a continuation of 1422F,S,H. It will be offered in the second term, and it is hoped that students in the course will already have taken 1422F,S,H or received permission from the instructor. This course will focus on primary research and will be particularly concerned with the utilization of census records as a way of studying the connections between family and education in the larger social context.
D. Levine (not offered in 1989/90)

1424 F,S,H RELIGION, IDEOLOGY, AND SOCIAL MOVEMENTS IN THE HISTORY OF NORTH AMERICAN EDUCATION
A historical overview of the educational work undertaken by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. M. Troper

1425 F,S,H CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS
A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
Staff

1426 F,S,H THE HISTORY OF WOMEN AND EDUCATION IN CANADA
An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
A. Prentice and *R. R. Pierson*

1428 F,S,H IMMIGRANT CONCERNS IN THE HISTORY OF EDUCATION
A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H. M. Troper

1429 F,S,H ETHNICITY AND THE HISTORY OF CANADIAN EDUCATION
A historical exploration of ethnicity as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenge ethnicity represented to keepers of the Canadian gate and educators in particular.
H. M. Troper

1431 H THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY
This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers

on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.

Prerequisite: Background in philosophy or psychology, plus permission of the instructor.

E. C. Olsen

1432 F,S,H KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

E. C. Olsen

1433 F,S,H FREEDOM AND AUTHORITY IN EDUCATION

This course focusses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.

E. C. Olsen

1434 F,S,H POLITICAL THOUGHT AND EDUCATION

A general introduction to political thought and social theories significant for education. Topics: the liberal, Marxist, and socialist tradition. Ideas of liberation: Marxism, the Third World, feminism. Relation of these ideas to concepts of schooling and education. Revolution, reform, and education. No background in philosophy required.

D. Misgeld (not offered in 1989/90)

1435 F,S,H DEMOCRACY AND EDUCATION

A review of important theories pertinent to the topic, from Dewey and the classical pragmatists to our times. Responses to classical pragmatism in contemporary philosophy and social thought. Other themes are: mass democracy and the welfare state, the social service professions and education, education and social reform, participatory democracy, and technocracy.

D. Misgeld

1436 F,S,H IDEOLOGY, RATIONALITY, AND CRITICAL CONSCIOUSNESS: THE CRITICAL THEORY OF SOCIETY

A systematic review and critical examination of a dominant position in contemporary social philosophy that has had considerable influence in the social sciences, in theory of politics, and in education. The development of the critical theory of society from the early Lukacs to Habermas will be examined with reference to its significance to educational thought. Topics to be considered are: the concept of a rational society, technology and science as ideology, the ideas of emancipation and communicative rationality. This course is primarily intended for full-time students (including students from graduate departments outside Education).

D. Misgeld

1437 F,S,H PHILOSOPHICAL ASPECTS OF THE DEVELOPMENT OF LANGUAGE AND THOUGHT

This is an interdisciplinary course that examines the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.

Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

1438 F,S,H ETHICAL ISSUES IN SCHOOLING
This course deals with selected ethical issues in educational practices, policies, and theories. Among the topics considered will be: the nature of ethics; liberal versus utilitarian conceptions of education; legitimate expectations of teachers; the ethics of socialization; the ethics of open, democratic education; ideological and class dimensions of schooling; racism and sexism in schools; labelling and streaming; school discipline; indoctrination and values education; compulsory attendance; relations between school, home, and community; the legitimacy and future of public education.
C. M. Beck

1439 F,S,H GENDER AND EDUCATION: PHILOSOPHICAL ISSUES
This course will examine philosophical issues pertaining to sex differences, relations between the sexes, and related educational problems. Theoretical questions will be discussed first, involving the concepts of masculinity and femininity, competing ideological views of sex roles, and the development and maintenance of sex roles through gender language and cultural expressions of sexual stereotypes. More practical issues such as the following will be examined in this context: sex differences as value-problematic, sex as an educational taboo, equal educational opportunity in a sexist society, the relevance of gender to educational theory.
D. R. Boyd (not offered in 1989/90)

1440 F,S,H AN INTRODUCTION TO PHILOSOPHY OF EDUCATION
This course is an overview of the field of philosophy of education, focussing on the question "What are the nature and aims of education?" This question will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from Plato, Locke, Rousseau, Dewey, Russell, and Whitehead, as well as some of the traditions of Marxism/neo-Marxism and analytic philosophy.
Staff

1441 F,S,H MORAL EDUCATION
This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. Such issues as the following are considered: differences among ethical theories; subjectivism and relativism; form and content of moral education; indoctrination; the nature of autonomy; neutrality of the teacher; the claims of developmental theories; conceptual confusions; and institutional constraints.
D. R. Boyd

1443 F,S,H VALUES EDUCATION PRACTICUM
This course deals with theoretical and practical problems arising in the conception, organization, and implementation of values education programs. It will begin with an examination of basic theories of value, major approaches to values education, the moral role of the institution in education, materials and techniques used in values education, and procedures for evaluating programs and exercises. Then the theoretical components of the course will be applied in a variety of school settings at a variety of levels. These may include elementary schools, secondary schools, penal institutions, special education classes, gifted students, or adult groups. The findings of the practica will serve as a basis for designing values education programs.
J. A. Eisenberg

1446 F,S,H THE TEACHER AS PHILOSOPHER
This course starts from the assumption that teachers are already philosophers – i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial

articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D. R. Boyd

1447 F,S,H TECHNOLOGY IN EDUCATION: PHILOSOPHICAL ISSUES

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
J. A. Eisenberg

1448 F,S,H EUROPEAN POPULAR CULTURE AND THE SOCIAL HISTORY OF EDUCATION: II

This course picks up themes developed in 1420 and carries them through the period of school systems. Its particular interest is to relate the development of the education system to other systems of social regulation in the modern world.
D. Levine

1449 F,S,H THE THEORY OF LAW AND THE TEACHING OF LAW IN THE SCHOOLS

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg (not offered in 1989/90)

1450 F,S,H PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester

1451 F,S,H THEORIES OF HISTORY AND SOCIAL INQUIRY IN EDUCATION

A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
J. A. Eisenberg

1452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL
Description as for 1452F,S,H.

1456 F,S,H ALTERNATIVE SCHOOLS
An introduction to the philosophy and recent history of tax-supported public alternative schools. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin (not offered in 1989/90)

1457 F,S,H ANARCHISM AND LIBERTARIAN EDUCATION
A critical analysis of anarchist and libertarian writings on education from the nineteenth century to the present. Among the writings to be considered are those of Kropotkin, Tolstoy, Neill, Goodman, Friedenberg, Holt, and Illich. The relationship of these ideas to the "free school" movement of the 1960s will also be considered.
M. A. Levin

1459 F,S,H CREATIVITY AND EDUCATION
The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.
J. A. Eisenberg

1461 F,S,H SPECIAL TOPICS IN HISTORY AND PHILOSOPHY OF EDUCATION
A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

1462 F,S,H WOMEN, LITERATURE, AND EDUCATION
This course focusses on several ways in which education relates to women and literature. Issues such as redefinition of the literary canon, treatment of gender in literary history, and the influence of the feminine novel on education of women will be considered. As well, the course emphasizes feminist concerns pertaining to literary interpretation and pedagogy: male/female authorial voice, literary critical double standard, and social effects of fictional role models. It also examines connections between educational goals and the rise of female aesthetic values and a feminist literary consciousness.
D. Bogdan

1480 F,S,H RELIGIOUS EDUCATION
An examination of major concepts and issues in religious education today. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C. M. Beck

1482 F,S,H THE NATURE AND DEVELOPMENT OF RELIGIOUS KNOWLEDGE IN EDUCATION
An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a

pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E. C. Olsen

1483 F,S,H EDUCATION AND PHILOSOPHIES OF PEACE AND NON-VIOLENCE

The course will examine theoretical approaches to peace and non-violence and their possible implications for education. Thinkers studied will include Buddha, Mahavir Jain, Jesus, Tolstoy, Gandhi, Thomas Merton, Martin Luther King. Contemporary issues and approaches not covered in the literature will also be considered, as well as practical proposals for peace education.
M. L. Handa and *C. M. Beck*

1484 F,S,H PHILOSOPHY OF LITERATURE AND LITERATURE EDUCATION

This course examines the philosophical underpinnings of teaching literature through the study of Plato, Aristotle, Northrop Frye, and contemporary literary criticism. Topics include the justification for the educational value of literature; censorship of literature texts; literature as message, object, process; the epistemology of literary response and its moral/aesthetic implications; and the politics of English studies as a discipline.
D. Bogdan

1485 F,S,H LITERATURE AND VALUES EDUCATION

An examination of the complex relationship between literature and values education, including an analysis of the ethical dimension throughout literary criticism. Implications for the teaching of literature will be drawn from contemporary schools of values education. The connections between literature studies in schools and the serious study of values will be explored.
Staff

3414 F,S,H ORIGINS OF MODERN SCHOOLING: SELECTED TOPICS

Issues in nineteenth- and twentieth-century school history are examined in depth, in the context of particular North American regional economies and social communities.

Prerequisite: 1414F,S,H.
A. Prentice

3418 F,S,H THE ROLE OF EDUCATION IN THEORIES OF WOMEN'S EMANCIPATION: II

This course is designed as a follow-up to 1418F,S,H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
R. R. Pierson

3421 F,S,H THE HISTORY OF WOMEN AND EDUCATION: II

Women and education in nineteenth- and twentieth-century Europe and North America. This course will focus on recent developments and current problems in historical research in this field.
A. Prentice

3423 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: II

This course is designed as a follow-up to 1422F,S,H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focussed upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.

Prerequisite: 1422F,S,H or permission of the instructor.
D. Levine

3428 F,S,H MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to the development of education in Canada.

Prerequisite: 1428F,S,H or permission of the instructor.
H. M. Troper (not offered in 1989/90)

3436 F,S,H AESTHETICS AND EDUCATION
This course will examine education as an aesthetic experience; education for appreciation of art; art as education.
D. Bogdan and *I. Winchester*

3437 F,S,H RESEARCH SEMINAR IN RELIGIOUS EDUCATION
Advanced seminar based on issues raised in 1480F,S,H but dealing with a selection of these in depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.
C. M. Beck

3441 F,H RESEARCH SEMINAR IN MORAL EDUCATION: PART I
3443 S,H RESEARCH SEMINAR IN MORAL EDUCATION: PART II
Advanced seminars based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.
D. R. Boyd

3446 F,S,H METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION
A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
I. Winchester

3447 F,S,H CRITICAL THEORY AS A THEORY OF MODERNITY AND EDUCATION: I
An advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas's work. The central issue will be the relation between Habermas's critical theory, as the theory of modernity, and various critiques of this position, including post-modernist ones. The significance of critical theory for educational thought will also be considered.

Prerequisite: Relevant background corresponding to content of course 1436F,S,H or permission of the instructor.
D. Misgeld

3452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL
Description as for 1452F,S,H but at the doctoral level.

3453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL
Description as for 1453F,S,H but at the doctoral level.

3456 F,S,H RESEARCH SEMINAR IN ALTERNATIVE EDUCATION
An advanced research seminar for students who wish to do research on alternative schools or special topics in the area of alternative education. Relevant theoretical and empirical literature will be reviewed.

Prerequisite: 1456F,S,H or permission of the instructor.
M. A. Levin

3461 F,S,H SPECIAL TOPICS IN HISTORY AND PHILOSOPHY OF EDUCATION
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

3480 F,S,H RELIGIOUS DIMENSIONS OF SOCIAL ETHICS
An analysis of social ethics and social policy questions in the context of different religious perspectives. The progressive and retrogressive role of religion in contemporary culture will be examined. The relation

of religion to the formation and transformation of communities will also be discussed.
E. V. Sullivan (not offered in 1989/90)

3481 F,S,H DEVELOPING RELIGIOUS PERSPECTIVES

In this course a study will be made of the perspectives people have adopted around the world with respect to the "large questions of life" such as origins, destiny, death, suffering, meaning in life, community, ecology. Consideration will be given to how these perspectives have developed and must continue to be modified over time. In particular, the course will explore how teaching in this area can take place in schools and other settings.
C. M. Beck

3490 F ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

3491 S ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

Description as for 3490F.
Staff

3494 F,S,H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 F,S,H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

See description for course 3494F,S,H.
Staff

The following courses are accepted for credit in the Department of History and Philosophy of Education. For descriptions, see the relevant departments.

Adult Education
1116 F,S,H Learning Values in Adulthood (C. M. Beck)

Applied Psychology (joint program with McLuhan Program in Culture and Technology; identifier JME, not EDT)
1234 F,S,H Foundations of Cognitive Science (E. C. Olsen and D. R. Olson)

Higher Education
1801 F The History of Higher Education in Canada: An Overview (W. Brehaut and staff)
1822 F The Idea of the University and the College (I. Winchester)

Sociology in Education
1970 F Sociological Theory in Education (D. Misgeld)
1973 F,S,H Women and the Educational System (R. R. Pierson)

Measurement, Evaluation, and Computer Applications (MECA)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor, and Chairperson of the Department
(computer aspects of measurement; data analysis; logic of inquiry; visual display of data)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(interaction of human values and computer applications; needs analysis of potential computer applications; formative evaluation of courseware)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from Applied Psychology

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)*
Professor, cross-appointed to Curriculum
(computer-assisted instruction in first and second languages; minority-language education and Franco-Ontarian studies; international, multicultural, and human rights education)

RINA S. COHEN, *Ph.D. (Ottawa)*
Associate Professor
(mathematical microworlds and programming environments for children; design of intelligent coaching within microworlds; computer applications in math education)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Associate Professor
(item banking; tailored testing; physics, chemistry, and general science achievement surveys)

GILA HANNA, *Ph.D. (Toronto)*
Associate Professor
(data analysis and statistics; mathematics education)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(cognitive, affective, and career skills assessment)

ROBERT K. LOGAN, *Ph.D. (Massachusetts Institute of Technology)*
Associate Professor, cross-appointed from the Department of Physics, University of Toronto
(the effect of computers on learning, teaching, and social interactions in classrooms; applications of computers in science education; literacy and communication theory)

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Professor, cross-appointed to Field Services and Research as Head (Sponsored Research), and Head, Educational Evaluation Centre

ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; instrumentation; software development)

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Professor
(psychometrics and analysis of categorical data (dual scaling))

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor
(development of curriculum materials, systems, and languages for computer-assisted instruction/training and interactive video; research in instructional and media design; expert systems)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed from Educational Administration

IRVIN RUBINCAM, *Ph.D. (Toronto)*
Assistant Professor
(instructional systems development; bibliometrics; information utilization; issues in educational computing)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed from Curriculum

MARLENE SCARDAMALIA, *Ph.D. (Toronto)*
Professor, and Head, Centre for Applied Cognitive Science
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
(learning and decision-making in intelligent organizations; cognition and thinking in organizations; decision conferencing; computer-supported cooperative work)

ROSS E. TRAUB, *Ph.D. (Princeton)*
Professor
(educational measurement and evaluation)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed from Curriculum

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
(design and statistical analysis of experiments; multivariate analysis)

HARVEY GOLDSTEIN, *B.Sc. (Manchester)*
Postgraduate Diploma in Statistics, F.R.S.S.
(theoretical and applied statistics in human sciences)

LINDA HARASIM, *Ph.D. (Toronto)*
(computer conferencing and networking; on-line education; hypertext; gender equity issues)

RICHARD KEMERER, *Ph.D. (Florida State)*
(evaluation of organizational impact of training programs in business and industry)

HANNA MAYER, *Ph.D. (Florida State)*
(needs assessment; instructional design; implementation and evaluation of educational innovations, specifically interactive technologies)

GRAHAM F. SCOTT, *B.A. (Toronto)*
Project Director, MECA

HARVEY A. SKINNER, *Ph.D. (Western Ontario)*
Psychologist, Addiction Research Foundation, Toronto

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director, MECA, and Supervisor of Computing Services Group
(data analysis and statistics; research and school applications of computers; achievement surveys)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

PETER J. EVANS, *M.Ed. (Toronto)*
Project Director, and Head, OISE Ottawa Valley Centre
(English evaluation: student and program; large-scale assessment of language and writing – elementary, secondary, and postsecondary)

G. PHILIP NAGY, *Ph.D. (Alberta)*
Associate Professor, OISE/UWO Educational Leadership Centre
(measurement; data analysis; multidimensional scaling)

PROGRAMS OF SPECIALIZATION

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in Measurement, Evaluation, or Computer Applications, with emphasis on applying these to education. In the MECA department students newly admitted to the M.Ed. degree program are required to pursue

Option II ordinarily (eight half-courses plus a research project/paper; see page 29).

See pages 31 to 36 for M.A., Ed.D., and Ph.D. requirements.

Candidates commencing a doctoral program after July 1, 1986, will be required to take a comprehensive examination during the program. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. The M.A. program in the MECA department requires two terms of full-time study in the Regular Session. The terms need not be undertaken consecutively.

In order to acquire depth in a field of specialization students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take at least four half-courses in their area of specialty: Measurement or Evaluation or Computer Applications. Each degree program is available in each of the specialities.

Computer Applications Specialization
This specialty develops knowledge and skills in the application of computers in instruction, research, and administration. At the master's level, course 1503 provides foundation knowledge. Skills in selected kinds of computer programming and in the use of computers will be required for some courses in computer applications. These skills may be acquired through non-credit course 1506. Details and enrolment forms for this course are available from the MECA department. Specific areas of applications and methodology follow in other 1500-level courses.

M.A. and Ph.D. programs develop skills in applied behavioral research in which computer methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1503, three other computer applications courses, and two half-courses in statistics and behavioral sciences appropriate to the interests of the individual student; a research course such as 1504 or 1660 is strongly encouraged. In the doctoral program, at least four doctoral-level courses will ordinarily be required.

Evaluation Specialization
In this specialty, students develop knowledge and skills in social program evaluation, pupil evaluation, and large-scale assessment of education. Students should plan their program in consultation with staff of the Educational Evaluation Centre. Courses 1613, 1660, 1666, 1680, and 1520 provide foundation knowledge and skills. Courses 1610, 1615, 1619, and 1670 will be relevant to some programs, as will courses in other departments – e.g., 1137 Evaluation of Adult Education Programs; 1360 Evaluation of Curriculum and Instruction; and 1363 Curriculum Guidelines and Student Evaluation. At the doctoral level, 3610 and 3666 are required; at least two other doctoral-level courses are ordinarily required. Students will normally be expected to become involved in an ongoing evaluation project during their residence year(s).

Evaluation of a wide range of social programs is included under "program evaluation," such as health care delivery, labor education, nursery and preschool, manpower training, services to exceptional children, and programs in higher education. Students are expected to acquire knowledge and skill in both qualitative and quantitative methods. Large-scale assessment is a specialty emerging in its own right, incorporating educational program evaluation, and the OISE Educational Evaluation Centre is a recognized leader in the field.

Measurement Specialization
M.A. and Ph.D. programs in this specialty develop researchers in the fields of measurement and quantitative methods and theory. Training is provided in the areas of statistics, test theory, scaling, factor analysis, test development, and research methods appropriate for the design and execution of empirical investigations.

Students who enter the M.A. program in Measurement with the intent of pursuing a Ph.D. degree are advised to take the following courses: 1670 and 3666. Those students entering the regular Ph.D. program with M.Ed. or M.A. degrees from other universities or other OISE programs should have taken the equivalent of these courses or plan to take them as part of their Ph.D. program. Ph.D. students are ordinarily required to take at least four 3600-level courses.

M.A. and Ph.D. students in Measurement are expected by the end of their first year of residence to demonstrate competence in data processing. Successful completion of 1520 or demonstrated competence in one major programming language would satisfy this requirement. In addition, proficiency in matrix algebra and calculus is expected of Ph.D. candidates.

OFF-CAMPUS COURSES IN MECA

From time to time the department offers some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. Admission requirements for the M.Ed. program are the same for off-campus courses as for the regular campus program.

Information materials for courses to be offered in the 1989/90 Regular Session for continuing students will be available from the Office of Graduate Studies on *March 1*. New applicants should apply by *February 1*, although later applications in the off-campus program will be considered.

DEPARTMENTAL ADMISSION REQUIREMENTS

(a) The admission requirements for the M.Ed. degree program are outlined on pages 28 to 29.

(b) The usual admission requirement for the M.A. program is a four-year undergraduate degree in mathematics, statistics, computer science, or a relevant social or behavioral science.

(c) Students may be admitted to the Ed.D. or Ph.D. programs in this department contingent upon satisfactory completion of a Qualifying Research Paper or a master's thesis. A student's admission will be confirmed, however, only when his or her Qualifying Research Paper or master's thesis has been judged to be of sufficiently high quality to warrant admission into the doctoral program. Please consult the *OISE Guidelines for Theses, QRP's and Orals,* and the admission requirements in the "General Requirements for Degrees" section in this Bulletin.

(d) Applicants from outside Canada whose mother tongue is not English should note the requirement on page 11 of this Bulletin. Evidence that an acceptable level of proficiency in English has been achieved must be submitted before the student leaves for the University of Toronto.

(e) Prospective Ed.D. candidates should not make arrangements for full-time resident study (e.g., apply for sabbatical leave) until they have been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper. The ideal arrangement is for Ed.D. candidates to begin their Ed.D. program on a part-time basis so that they can devote most of their resident year to their dissertation research.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. Nonetheless, doctoral students may receive credit for 1500- and 1600-level courses, and master's students may take 3500- and 3600-level courses.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35.

Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36.

Courses 1504, 1520, 1660, 1666, and 3666 are applicable to both specialties.

Courses usually taken in M.Ed. programs are offered after hours in the Regular Session.

Although the schedule of courses actually offered is determined after publication of this Bulletin, the following courses are ordinarily among those offered in the Summer Session: 1500F,S,H, 1503F,S,H, 1505F,S,H, 1506F,S,H (Non-Credit), 1515F,S,H, 1517F,S,H, 1601F,H (Non-Credit), 1610F,H, 1611F,S,H, 1615S,H, 1660F,S,H, 1666F,S,H, 3666F,S,H. Please consult the OISE Summer Session or OISE Regular Session schedules for actual course offerings.

COMPUTER APPLICATIONS COURSES

1500 F,S,H COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization. Instructional design issues will be emphasized.
W. P. Olivier and *I. R. Rubincam*

1501 F,S COMPUTER-GUIDED INSTRUCTION

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
S. Churchill and *W. P. Olivier*

1503 F,S,H INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics, representative of the concerns of other computer applications courses, may be as follows: computer technology in education, computers in the classroom, personal computers, courseware evaluation, programming environments for children, interactive instruction technologies, computers in the curriculum, research data analysis and processing, administrative applications. *Note:* No previous experience required. This is not a skills-oriented course, but completion of, or concurrent registration in, 1506F,S,H (Non-Credit) is highly desirable.
R. S. Cohen, R. K. Logan, I. R. Rubincam, G. S. Tracz, and staff

1504 F,S,H RESEARCH PRACTICUM IN MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS

Techniques of data analysis and computer applications in applied behavioral research are illustrated in the development, implementation, and analysis of specific research projects. The students will also become acquainted with the various technical support resources applicable to a master's or doctoral thesis and will be given a forum to develop and present their own thesis ideas. All MECA students preparing for a thesis should consider this course; students in other departments in the Institute may enrol by permission of the instructor.
Staff (offered as required)

1505 F,S,H INSTRUCTIONAL PROGRAMMING

Procedures for the selection and development of individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.

Prerequisite: Proficiency in at least one programming language and 1500F,S,H.
W. P. Olivier and *I. R. Rubincam*

1506 F,S,H PREREQUISITE SKILLS IN COMPUTER APPLICATIONS (Non-Credit)

Students enrolled in MECA courses who do not have a background in the use of computers are advised to take this eight-session (sixteen hours) non-credit course, or to make arrangements to acquire this knowledge. Topics covered include: microcomputer components and terminology, basic programming concepts, overview of programming languages, databases, and other applications. Details and enrolment forms are available from the department.
R. S. Cohen and staff

1509 S EDUCATIONAL TECHNOLOGY AND PRODUCTION DESIGN

A course on video and videodisc and their applications to education and training. Experience is provided in applying the principles of instructional systems design and production discussed in class to the development of materials in the computer graphics laboratory and television studio.

Prerequisite: 1500F,S,H and 1505F,S,H.

W. P. Olivier

1510 F,S,H COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

The use of computers in answering research questions; experimental control, data collection and analysis, computer applications in current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.

Staff (offered as required)

1511 F COMPUTER-ASSISTED LANGUAGE INSTRUCTION: LEVEL I

An overview course on using computers to assist language learning emphasizing principles of integrated design for use in classrooms. Topics include principles of application, selection of courseware, and teacher use (laboratory work required).

S. Churchill

1513 F DEVELOPMENT TOOLS FOR EDUCATIONAL SOFTWARE

Intensive exploration of professional tools for creating educational software, including the programming language 'C' and software development toolkits, with emphasis on the Ontario Grant Eligible Microcomputer Systems (G.E.M.S.). Students will create illustrative programs using these tools.

Prerequisite: Programming experience and 1517F,S,H or equivalent.

R. S. McLean

1515 F,S,H COMPUTERS IN THE CURRICULUM

The use of computers in schools as tools for students in curricula other than computer studies. The major emphasis is on determining the specific needs (of students, teachers, etc.) that computers can meet. Class members will determine the ways in which computers *should* be used in a particular grade/subject setting.

Prerequisite: 1503F,S,H and 1506F,S,H (Non-Credit) or equivalent.

R. S. Cohen, R. S. McLean, and *R. G. Ragsdale*

1516 F,S,H TEACHING AND LEARNING COMPUTER PROGRAMMING

Topics include *(a)* use of programming environments in the elementary school; Logo and other microworlds for children; *(b)* secondary school programming applications in mathematics and computer science; *(c)* research on the cognitive prerequisites and effects of learning programming; *(d)* instructional systems for teaching programming.

Prerequisite: Programming experience or permission of the instructors.

R. S. Cohen, R. S. McLean, and *R. G. Ragsdale*

1517 F,S,H MICROCOMPUTERS AND EDUCATION

Study of the characteristics of microcomputer hardware, software, and peripheral devices and their potential for use in education with emphasis on the Grant Eligible Microcomputer Systems (G.E.M.S.), layered architectures, and software portability environments.

R. S. McLean

1518 F EDUCATIONAL TECHNOLOGY: INSTRUCTIONAL DESIGN

Procedures involved in the systematic design of instruction and training in education will be covered. Discussion will focus on computer-based training and interactive video, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.

W. P. Olivier

1520 H PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments. Use of computers for statistical data processing and analysis. Selected topics in quantitative research strategies, with emphasis on regression, tabulation, and analysis of variance.

Prerequisite: 1666F,S,H or permission of the instructor.

Staff

1525 S THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.

S. Padro and *G. S. Tracz*

1531 S THE MICROCOMPUTER IS THE MEDIUM AND EDUCATION IS THE MESSAGE

We shall study the use and effects of computers in education from the perspective of the communication ideas and theories of Innis and McLuhan. We assume that computers are not only processors of information but also media of communications. A comparison of literacy, numeracy, and computer literacy will be made to determine the most effective and creative ways in which computers can be used in the classroom and other educational settings.

R. K. Logan

1551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)

Staff

1552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL (Pass/Fail)

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A project-oriented seminar concentrating on user interface design and implementation in educational computing. Emphasis will be on situations where the computer is used as a tool rather than as a delivery system.

Prerequisite: 1513F or equivalent.

R. S. McLean

3501 F DECISION SUPPORT SYSTEMS IN EDUCATION

An examination of the application of computing/communications technologies that help educational decision-makers to solve ill-structured problems in various functional areas of their responsibilities. Emphasis will be given to the field of decision support systems – a growing field very much interdisciplinary in nature, drawing upon developments in database management, language processing, operations research and modelling, artificial intelligence, and cognitive psychology.

Prerequisite: 1503F,S,H, 1525S, or permission of the instructor.

G. S. Tracz

3502 F COMPUTER-SUPPORTED INTENTIONAL LEARNING ENVIRONMENTS

Computer-supported intentional learning environments have two principal objectives: *(a)* to upgrade the conceptual quality of what is learned; and *(b)* to increase students' abilities to monitor, control, and improve their own learning. In this course

students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

3503 S EDUCATIONAL TECHNOLOGY: INTERACTIVE VIDEO/GRAPHICS
Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person-machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.

Prerequisite: 1500F,S,H, 1501F,S, or 1505F,S,H.
W. P. Olivier

3511 S COMPUTER-ASSISTED LANGUAGE INSTRUCTION: LEVEL II
A course emphasizing personal project work in designing applications of computers in language learning situations or in design and/or programming of tools to aid intentional language learning (first and second language).

Prerequisite: 1505F,S,H, 1511F, or permission of the instructor.
S. Churchill

3512 S INTELLIGENT TUTORING SYSTEMS AND MICROWORLDS
A research seminar dealing with the application of Artificial Intelligence (AI) techniques to the design of sophisticated computer-based instructional systems and learning environments. Topics include: an overview of AI, knowledge representation and utilization, student modelling and diagnosis, intelligent tutoring systems, computer coaches, and microworlds.
R. S. Cohen

3517 S EVALUATION AND MICROCOMPUTER-BASED CURRICULUM MATERIALS
A critical examination of the role of evaluation in the development and selection of microcomputer-based curriculum materials. Includes both summative and formative aspects of evaluation, plus the importance of "side effects" evaluation. Consideration is also given to the role of software science and instructional design.

Prerequisite: 1517F,S,H or equivalent experience.
R. S. McLean and *R. G. Ragsdale*

3535 S SIMULATION MODELS OF COGNITION AND LEARNING
Information-processing models in the fields of problem-solving and decision-making. Cognition as a biological phenomenon. Mental models and simulation techniques. Computers, meaning, speech acts, and tools for conversation. Computer-supported coöperative work for group collaboration and organizational learning.
G. S. Tracz

3538 F,S,H SIMULATION AND GAMING FOR EDUCATIONAL DECISION-MAKING
The course consists of the study of simulation models and their use in educational decision-making and policy analysis. It includes simulation model design, development, and evaluation, with applications to both large- and small-scale systems. The opportunity to explore a number of computer-based simulation models will be provided.
S. Padro

3551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: DOCTORAL LEVEL
Description as for 1551F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3552F,S,H, which is normally conducted on a tutorial basis.)
Staff

3552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL (Pass/Fail)
Description as for 1552F,S,H (Pass/Fail) but at the doctoral level.

3556 F,S,H RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION (Pass/Fail)
A seminar for selected graduate students and interested faculty members for the dis-

cussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, social implications, and advanced qualitative methods.
Staff

MEASUREMENT AND EVALUATION COURSES

1601 F,H DESCRIPTIVE STATISTICS
(Non-Credit)
Students enrolling in courses 1610F,H, 1611F,S,H, or 1660F,S,H, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
M. D. Ellis and *A. Even,* Summer Session (first two weeks) and Regular Session (first five weeks)

1602 F ELEMENTARY MATRIX ALGEBRA
(Non-Credit)
Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, singularity, linear dependence, trace, idempotent matrices, projection, rank, elementary matrices, reparameterization for linear statistical models, eigenvalues/eigenvectors, and canonical analysis.
S. Nishisato, Regular Session (first five weeks)

1610 F,H INTRODUCTION TO MEASUREMENT AND EVALUATION
A presentation of the basic principles of measurement and evaluation, and the interpretation and application of test scores and other measures. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; achievement, aptitude, and other types of measures; marks and marking systems; the evaluation program; recent developments.

Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
M. D. Ellis, A. Even, and *S. B. Khan*

1611 F,S,H EDUCATIONAL AND PSYCHOLOGICAL TESTING FOR COUNSELLING
A survey of standardized tests typically used by counsellors in school, community college, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in the administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.

Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
S. A. Alvi and *S. B. Khan*

Note: Students may not take both 1610F,H and 1611F,S,H for credit in a degree program in this department.

1612 F,S,H AFFECTIVE ASSESSMENT IN EDUCATION
Nature of affective learning, objectives, measurement (self-report, observation, rating scales and checklists, indirect testing, and projective techniques), scoring techniques, reliability, validity, educational implications.
S. B. Khan

1613 F,S,H APPLIED PSYCHOMETRIC METHODS
Designed for students who have taken an introductory course in statistics, this course will acquaint them with some currently accepted psychometric techniques for constructing and validating psychological measures. It will also provide experience in applying associated computer programs to realistic sets of data and in interpreting the resulting computer output.
R. E. Traub

1615 S,H TEST CONSTRUCTION
Development of educational and psychological measuring instruments. These will include classroom tests and other data-gathering instruments. During

this course, students are expected to construct and pretest an instrument.
M. D. Ellis and *M. W. Wahlstrom*

1619 F ALTERNATIVES TO QUANTITATIVE EVALUATION IN EDUCATION

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focusses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with field work.
J. Weiss

1651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652F,S,H, which is normally conducted on a tutorial basis.)
Staff

1652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1659 F,S,H EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION

Issues in Ontario and beyond will be considered in the framework of program evaluation in education and human services. Approximately equal time will be given to quantitative and to qualitative approaches, from randomized field experiments to naturalistic evaluation in schools, social service agencies, and health services. The program evaluation process will be analysed from preparation of the evaluation agreement to presentation of the final report, giving attention to *Standards for Evaluation of Educational Programs, Projects and Materials*. Students without experience in program evaluation should take this course before taking course 3610S, Evaluation Methodology and Theory.
L. D. McLean, H. H. Russell, and staff

1660 F,S,H INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

While the general emphasis is on developing critical readers of research and of other evaluative educational literature, this course should also prove useful to students who intend to conduct research and prepare a dissertation, thesis, or major research paper.

Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, interpreting results, and the writing of research reports. Students may be required to conduct a small research project or to write a critial review of some segment of the educational research literature.

Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
M. D. Ellis and *A. Even*

1666 F,S,H ELEMENTS OF STATISTICS

Descriptive statistics, probability measure, random variable, expectation, probability distributions, sampling distributions, central limit theorem, hypothesis testing, inferences concerning mean, proportion, standard deviation for one- and two-sample problems, correlation, linear regression, and analysis of variance.
D. F. Burrill, G. Hanna, S. B. Khan, L. D. McLean, S. Nishisato, R. E. Traub, and staff

1670 Y MEASUREMENT THEORY AND ASSOCIATED DATA ANALYTIC TECHNIQUES

A full course required for students in the M.A./Ph.D. program in educational measurement. Topics covered: test theory (including classical test theory, generalizability theory), factor analysis (including exploratory and confirmatory factor analysis, item response theory), and scaling (including dual scaling, Thurstonian scaling, metric and nonmetric multidimensional scaling).

Prerequisites or corequisites: 1602F (Non-Credit), 1666F,S,H, and 3666F,S,H.
S. Nishisato, R. E. Traub, and *R. G. Wolfe*

1680 F APPLIED SCALING (Pass/Fail)

Practical treatments of popular scaling methods: dual scaling (optimum quantification and analysis of contingency tables, multiple choice, paired comparison, ranking, sorting and rating data), Thurstonian methods of paired comparison, rank-order and successive categories, conjoint scaling, unfolding technique, scalogram analysis, information-theoretic approach to scaling, Likert scaling, metric and nonmetric multidimensional scaling.

Prerequisite: 1666F,S,H or permission of the instructor.
S. Nishisato

3602 F ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis testing for unrestricted and restricted common-factor analysis, rotation methods, and factor-score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.
Staff

3605 H ADVANCED TEST THEORY

A seminar on recent advances in test theory.

Desirable background: 3666F,S,H.
R. E. Traub

3608 F,S,H ADVANCED PERSONALITY MEASUREMENT

Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; situational versus trait theoretical models; personality change; moods and states; method variance and response styles; classification and typologies; clinical versus statistical prediction models.

Prerequisite: 3666F,S,H or equivalent, plus a course in personality theory.
Staff

3610 S EVALUATION METHODOLOGY AND THEORY

Examination of language and conceptions of evaluation with an emphasis on the rationales, procedures, and products of evaluative inquiry.

Prerequisite: Permission of the instructor.
J. Weiss

3621 F VISUAL TECHNIQUES OF EDUCATIONAL DATA ANALYSIS

Techniques of organizing and displaying educational data so as to permit some of the underlying structure to emerge and thus to inform conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval-scale data are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will apply the techniques mentioned to one or more sets of educational data of interest to them, thereby generating conjectures and/or testing hypotheses (as appropriate).
D. F. Burrill

3637 S ADVANCED SCALING THEORY

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, different approaches to individual-difference multidimensional scaling, and recent developments in scaling.

Prerequisite: 1602F (Non-Credit) and 1680F, or permission of the instructor.
S. Nishisato

3651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1651F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff

3652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1652F,S,H, but at the doctoral level.

3660 F PRACTICUM IN RECENT EDUCATIONAL RESEARCH

Essentially a continuation of 1660F,S,H, this seminar is intended primarily for doctoral students in a number of departments. The main activity will be the cooperative critiquing and evaluation of recent research papers, ongoing projects, and research proposals. The content of the course will depend on the specific research interests and activities of the participants. The main goal of the program will be to improve the student's ability for critical appraisal of research articles, projects, and proposals. The course should be of interest to those who will be proposing a thesis or who recently have begun work on a thesis or major research report.

Prerequisite: 1660F,S,H or equivalent, or permission of the instructor.
A. Even (not offered in 1989/90)

3666 F,S,H INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.

Prerequisite: 1666F,S,H, or equivalent, or permission of the instructors.
D. F. Burrill, G. Hanna, and staff

3668 F MULTIVARIATE ANALYSIS WITH APPLICATIONS

Research issues in multivariate statistical procedures as applied to educational research data: linear structural equations models, components of variance and covariance, multivariate analysis of qualitative data, multilevel regression models, treatment of measurement and classification error.

Prerequisite: 1670Y and 3666F,S,H or permission of the instructor.
Staff (offered as required)

3672 Y ED.D. PRACTICUM IN EDUCATIONAL EVALUATION

Supervised experience in an area of field work, under the direction of faculty and field personnel. Examples of typical activities are developing an action project and/or acting as research assistant and advisor to educational bodies or agencies.

Arrangements for this practicum ordinarily are made in consultation with the student's Ed.D. thesis committee.
Staff (offered as required)

3673 H ADVANCED SEMINAR IN EVALUATION PROBLEMS

An advanced seminar dealing with practical considerations associated with the implementation of evaluation strategies in field settings. It is intended to draw extensively upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.

Prerequisite: 3610S or equivalent.
Staff (offered as required)

Note: Practicum 3672Y and Seminar 3673H may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.

3674 H ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.
Staff

The following courses might also be of special interest to students in Measurement, Evaluation, and Computer Applications:

Applied Psychology: 1205H

Curriculum: 1360F,S,H, 1363F,S,H

Sociology in Education

DOROTHY E. SMITH, *Ph.D. (California at Berkeley)*
Professor, and Chairperson of the Department, cross-appointed to the Department of Sociology, University of Toronto
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)

Graduate Studies Academic Secretary, to whom program inquiries for this department should be directed:
RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(children's culture; existentialism, phenomenology, and hermeneutics in the human sciences and education; photography as a research and communicative medium; interpretive foundations of illness and health)

Coordinator of Ed.D. program, to whom inquiries should be directed:
EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, cross-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labor market; applied social research and policy analysis; employment equity)

MARJORIE COHEN, *Ph.D. (York)*
Associate Professor
(economics and women's work; Canadian political economy; feminist theory; social change and public policy; economic development and women)

PHILIP R. D. CORRIGAN, *Ph.D. (Durham)*
Professor
(applied sociology; historical sociology and cultural studies; state formation and policy; socialist construction; visual analysis; theories of social identity)

MARGRIT EICHLER, *Ph.D. (Duke)*
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist theory and methodology; changes in contemporary families and family policy; stratification)

MICHAEL FULLAN, *Ph.D. (Toronto)*
Professor, cross-appointed from the Faculty of Education, University of Toronto; Dean, Faculty of Education, University of Toronto
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

MADAN L. HANDA, *Ph.D. (London)*
Professor
(economics and the political economy of education; Marxist and Third World studies; multiculturalism; Gandhian thought; education and world peace)

JAMES L. HEAP, *Ph.D. (British Columbia)*
Associate Professor, cross-appointed to the Department of Sociology, University of Toronto
(social organization of literacy activities; sociality and cognition; classroom discourse; ethnomethodology; qualitative methodology)

MONICA HELLER, *Ph.D. (California at Berkeley)*
Assistant Professor, cross-appointed from the Franco-Ontarian Centre
(Franco-Ontarian studies; ethnography of communication; sociology of language; bi/multi-lingualism and bi/multi-culturalism)

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Professor
(comparative political economy and education; ideologies and class consciousness; alternative social and educational futures)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor, cross-appointed

from History and Philosophy of Education

ROXANA NG, *Ph.D. (Toronto)*
Associate Professor
(race and gender relations; multicultural, anti-racist education; feminist pedagogy; community–state relations)

MARY O'OBRIEN, *Ph.D. (York)*
Professor
(feminist studies in education; political economy of education and the family; hegemony theory)

C. PAUL OLSON, *M.A. (Princeton)*
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

RUTH R. PIERSON, *Ph.D. (Yale)*
Associate Professor, cross-appointed from History and Philosophy of Education

W. GORDON WEST, *Ph.D. (Northwestern)*
Associate Professor, cross-appointed to the Centre of Criminology, University of Toronto
(critical ethnography; participatory research; comparative adolescence; delinquency, juvenile justice, and crimes of imperialism; revolutionary movements, ideology, and education in Latin America)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

GEORGE E. BURNS, *Ed.D. (Toronto)*
Associate Professor, OISE Midnorthern Centre
(applied research; social inequities; phenomenology of planned change; policy, innovation, and change process analysis; school and community relations; school closure; French immersion implementation)

ASSOCIATED INSTRUCTORS:

ANN DENIS, *Ph.D. (London)*
Professeur agrégée, Département de sociologie, Université d'Ottawa

SIMON LAFLAMME, *Ph.D. (Paris)*
Professeur agrégé, Département de sociologie, Université Laurentienne

FRANÇOIS RIBORDY, *Ph.D. (Montréal)*
Professor titulaire, Département de sociologie, Université Laurentienne

PROGRAMS OF SPECIALIZATION

This department offers programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. M.Ed. and M.A. studies may be pursued on a part-time basis.

The new M.Ed. degree program pertains to students commencing in the 1986 Summer Session and thereafter. (See pages 28 to 30.) In the Department of Sociology in Education the M.Ed. degree may be pursued under either Option II (eight half-courses and a research paper) or Option III (six half-courses and a thesis). Admission to Option III is based on a four-year undergraduate degree in sociology or equivalent. Applicants who prefer Option III should so indicate on their application for admission and discuss this choice as soon as possible after admission with their faculty advisor.

Le Département de sociologie de l'éducation offre un programme de cours à distance menant au diplôme de M.Ed., et dont la langue d'enseignement est le français. Les étudiants de Toronto peuvent suivre ces cours avec la permission du professeur. Vous trouverez ci-dessous la description en français des cours qui font partie de ce programme. Pour de plus amples renseignements, prière de consulter la rubrique «Études en français».

For the Ed.D. program, courses of study are arranged in consultation with the faculty advisor after admission; however, they must include 3996S.

The development of an individual program is the responsibility of each student. The department offers to students a variety of means of assistance in the articulation and focussing of intellectual concerns. These include: coursework in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; and the utilization of related courses in other graduate departments of the University of Toronto as well as within the Institute.

Ph.D. candidates commencing their program after July 1, 1986, are required to take a comprehensive examination at the end of their residence. *Please note* that the comprehensive examinations are scheduled yearly. Please consult departmental regulations.

RESEARCH FOCUSES

Currently, faculty and student research and interests offer differentiated approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five areas listed below. It must be stressed that these areas are flexible and interacting emphases rather than rigid enclaves.

FOCUS ON POLICY AND PRACTICE IN EDUCATION

Relevant courses: 1900, 1903, 1907, 1926, 1930, 1948, 1960, 1973, 3995, 3996. A creative variety of approaches concerned with the interface between policy, practice, and research (e.g., policy analysis, program evaluation, planned change, organizational and community development, implications for practitioners). Faculty include: George Burns, Philip Corrigan, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, Paul Olson, and Dorothy Smith.

FOCUS ON POLITICAL ECONOMY OF EDUCATION

Relevant courses: 1904, 1920, 1941, 1950, 1953, 1974, 3935, 3940, 3953, 3954, 3995. Theory and methodology of historical materialism; the impact of social class and gender on schooling, and schooling as a reproducer of gender and class; the impact of economic development and underdevelopment on education; the state and education; social crisis and educational reform; labor markets, the labor process, and skills training; women's labor and economic development; historical and contemporary Canadian issues. Faculty include: Marjorie Cohen, Philip Corrigan, Madan Handa, David Livingstone, Dorothy Smith, Gordon West.

FOCUS ON EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE AND COGNITION

Relevant courses: 1917, 1928, 1930, 1932, 1937, 1939, 1987, 1996, 3928. Inquiry into the contemporary organization of knowing and knowledge from phenomenological, hermeneutics, Marxist, interpretive, and ethnomethodological perspectives. Faculty include: Philip Corrigan, James Heap, Dieter Misgeld, Ronald Silvers, and Dorothy Smith.

FOCUS ON FEMINIST STUDIES AND GENDER RELATIONS IN EDUCATION

Relevant courses: 1907, 1917, 1972, 1973, 1974, 3972. Gender studies in the family, school, and workforce; feminist theory and epistemology; feminist practice; gender, class, and cultural reproduction. Faculty include: Marjorie Cohen, Margrit Eichler, Roxana Ng, Ruth Pierson, and Dorothy Smith, all of whom are associated with the OISE Centre for Women's Studies.

FOCUS ON CRITICAL PEDAGOGY AND CULTURAL STUDIES

The role of education in reproducing cultures, symbolic dominance, and social inequalities, and the potential of alternative teaching materials and strategies for overcoming oppressive conditions. Related courses are also offered in the departments of Curriculum and History and Philosophy of Education. (See "Interdisciplinary Focuses" section for a fuller description of all current members and courses.) Faculty include: Philip Corrigan, Madan Handa, Monica Heller, David Livingstone, Dieter Misgeld, Roxana Ng, Paul Olson, and Gordon West.

FOCUS ON COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

This focus is fully described in the Department of Adult Education section of the Bulletin. The introduction to this focus is provided by course 1139. In 1989/90, course 1139 can be counted for Sociology in Education credit. Faculty include: Madan Handa, David Livingstone, Paul Olson, Gordon West, and Joseph Farrell (Adult Education).

GENERAL INFORMATION

New applicants should apply through the Office of Graduate Studies by February 1. If they wish to be considered for an OISE Graduate Assistantship, February 1 is also the deadline for receipt of that application. This department welcomes applicants with diverse but relevant backgrounds that may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate or graduate equivalence for admission.

From time to time the department offers existing courses in an off-campus program. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the first and second terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference, both of which should be from university instructors, if at all possible. These are in addition to the general requirements for admissibility as outlined on pages 11 to 13 and 28 to 35. All incoming students without adequate preparation in sociology in education are strongly encouraged to commence their program by taking 1900F,S,H.

For information on the Ed.D. program in the Department of Sociology in Education, please contact Edward Harvey. The department strongly encourages prospective Ed.D. applicants to develop their methodological and theoretical competence during their master's programs.

Information and pre-enrolment materials for off-campus and on-campus courses to be offered in the 1989 Summer Session and the 1989/90 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

1900 F,S INTRODUCTION TO SOCIOLOGY IN EDUCATION

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
P. Olson, Regular Session (after hours);
Staff, Summer Session 1989

1900 F INTRODUCTION À LA SOCIOLOGIE DE L'ÉDUCATION

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
Membre de faculté à déterminer, session régulière (automne)

1903 F SOCIOLOGY OF MINORITY GROUPS, MULTICULTURALISM, AND POLICY-MAKING IN EDUCATION

This course critically assesses multicultural education in light of the development of race relations in Canadian society, and explores the movement toward formulations of anti-racist education.
R. Ng, Regular Session (after hours)

1903 S L'ÉDUCATION MULTILINGUE ET MULTICULTURELLE : L'ANALYSE SOCIOLOGIQUE

Ce cours est traité comme un séminaire : l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller, session régulière (printemps)

1904 F SOCIAL STRATIFICATION AND SCHOOL SYSTEMS

Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity and mobility in Canada and other industrial societies will be assessed.
D. W. Livingstone, Regular Session (alternate years; offered in 1989/90)

1904 S LA STRATIFICATION SOCIALE ET LE SYSTÈME SCOLAIRE

Ce cours étudiera la construction des systèmes de stratification selon la classe sociale et le sexe dans les milieux de travail, au foyer et dans la communauté ; l'on traitera aussi de l'influence que de telles formes de stratification peuvent avoir sur les processus éducatifs, ainsi que sur le rôle de l'école et des enseignants en reproduisant et en changeant ces formes sociales. On évaluera l'étendue des possibilités économiques et éducatives de même que la mobilité tant au Canada que dans d'autres sociétés industrialisées.
D. W. Livingstone, session régulière (printemps)

1907 F CHANGES IN FAMILIES AND POLICY CONSEQUENCES FOR GOVERNMENT AND EDUCATION

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler, Regular Session (daytime)

1908 S SOCIETY AND SELF IN THE CLASSROOM

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school

with the aim of making concrete policy recommendations.
Staff, Regular Session (after hours)

1909 F PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
Staff, Regular Session (after hours; may be offered in 1989/90)

1910 S SOCIOLOGY AND THE WORKING TEACHER

This course will study the uses of sociological perspectives and techniques in the understanding of the work situation of teachers with regard to the social impact of selected social problems, such as declining enrolment, unemployment, teacher strikes, racial tension. The emphasis will be on the classroom situation, the school organization, and the social role of education.
Staff (after hours)

1917 S EDUCATION, GENDER RELATIONS, AND MASCULINITY

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop oriented.
P. R. D. Corrigan, Regular Session (may be offered in 1989/90)

1920 F COMPARATIVE ADOLESCENCE: THE GLOBAL MEDIATION OF RACE, IMPERIALISM, CLASS, AND GENDER THROUGH AGE

An examination of various socialization theories with an emphasis upon individual agents of socialization inside and outside the school. Examples from pre-industrial, "underdeveloping," and Western societies (including Canada) will be used to explore the social determinations of adolescence in historical and cross-cultural perspective (e.g., gender distinctions, age-based legal statuses, economic and labor-market contexts, secondary and vocational schooling, youth subcultures).
W. G. West, Regular Session (after hours)

1926 S STUDENT DEVIANCE, RESISTANCE, AND EDUCATIONAL TRANSFORMATION

Theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure. Practical issues of typification, classroom order, streaming, and special education will be addressed.
Staff, Regular Session

1926 S DÉVIANCE DE L'ÉTUDIANT ET RÉACTION DE L'ÉCOLE

Ce cours étudiera les théories de la déviance sociale et fera un examen systématique de la déviance de l'étudiant relativement au système scolaire, en particulier l'échec en éducation. L'on traitera de questions pratiques de typification, de l'organisation sociale de la salle de classe, de la répartition des élèves par niveau (streaming) et de l'éducation de l'enfance en difficulté.
Membre de faculté à déterminer, session d'été

1928 F THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form – news, data, records, etc. – through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. E. Smith, Regular Session (daytime)

1929 S THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analysed, as well as the implications of parental involvement in the school for the social organization of the school.
R. Ng, Regular Session (after hours)

1929 S L'ÉCOLE ET LA COMMUNAUTÉ

L'objet de ce cours est d'examiner l'évolution du rapport entre l'école et sa communauté. L'on analysera l'impact de récentes innovations scolaires sur le rôle des parents vis-à-vis l'école ainsi que l'impact de la participation des parents à la vie scolaire sur l'organisation sociale de l'école.
Membre de faculté à déterminer, session d'été

1930 S SOCIOLOGY OF READING ACTIVITIES

This course will consider theories and assumptions about reading, reading activities, and tests in an effort to develop a sociological approach that accounts for both practical reasoning and classroom interaction as mediums through which reading is taught, learned, and evaluated.
J. L. Heap (not offered in 1989/90)

1932 F ETHNOMETHODOLOGY IN EDUCATION

The history, theory, and methodology of varieties of ethnomethodology will be covered, with a focus on studies of practical reasoning and activity organization in educational settings.
J. L. Heap, Regular Session (after hours; not offered in 1989/90)

1937 S SOCIOLOGY OF CHILDREN'S CULTURE

A study of the everyday activities of children, particularly within the school setting. The course focusses on the way children organize their activities and understand the world. Attention will be directed to the social interpretations of adults in their attempts to comprehend the actions of children and the way adults define children as a special group in society. The course will examine video and film recordings of children and adult–child conversations and will include the topic of children's art.
R. J. Silvers, Regular Session (offered in 1989/90 and in alternate years)

1939 F EXPLORING HUMAN UNDERSTANDING AND EDUCATION THROUGH VISUAL MEDIA

This course brings together the theoretical question of how photographs acquire interpretive meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers of their photographic essays; and the viewers' opportunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is a prerequisite for the course.
R. J. Silvers, Regular Session (after hours)

1941 S COMPARATIVE EDUCATION: THIRD WORLD EDUCATIONAL ALTERNATIVES

In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. Based on this pattern of response we can speak of a "Third World educational alternative" embedded in the thought and practice of Gandhi, Mao, Nyerere, Freire, and Cabral, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education that has emerged as a part of the process of capitalist development.
M. L. Handa, Regular Session (offered alternately with 3954F; offered in 1989/90)

1942 F LANGUAGE, CULTURE, AND EDUCATION

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture, and

learning in and out of schools. The first section of the course will concern the nature and origin of cultural differences in language use patterns and social interactional styles. The second section will concern the consequences of those differences for school performance, and the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula that account for such differences.
M. Heller, Regular Session (after hours); in English in 1989/90 and alternate years

1942 F LANGUE, CULTURE ET ÉDUCATION
Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller, session régulière (soirée) ; en français 1990/91 et tous les deux ans

1948 F SOCIOLOGY OF RACE AND ETHNIC RELATIONS
This course will study selected sociological perspectives on race, racism, and ethnic relations, and will examine the usefulness of these approaches to the analysis of educational systems in multiracial societies such as Canada. Problems in theory-building in this area will be analysed, and attempts made to discover how similar but differentiated concepts such as race, ethnicity, and multiculturalism are utilized in sociological research in education and in the accumulation and interpretation of research data in this field.
M. L. Handa, Regular Session (after hours; not offered in 1989/90)

1950 F MARXISM AND EDUCATION
The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in Marxist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: state formation, critiques of classical political economy, class structure and class consciousness, the politics of reproduction, and women and class. Emphasis throughout will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.
P. R. D. Corrigan, M. L. Handa, D. W. Livingstone, and *D. E. Smith,* Regular Session (after hours; offered in alternate years; offered in 1989/90)

1952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 F IDEOLOGY, PUBLIC OPINION, AND POLICY-MAKING IN EDUCATION
The course begins with a general analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns – including interview surveys, oral histories, and conscientization – are then assessed, fol-

lowed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-maker's decisions.
D. W. Livingstone, Regular Session (after hours; offered in alternate years; not offered in 1989/90)

1960 F INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
Staff, Regular Session (after hours)

1962 S SOCIOLOGICAL SURVEY RESEARCH METHODS IN EDUCATION

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
Staff, Regular Session (after hours)

1970 F SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to historical sociological theory and its implications for studies in the sociology of education.
D. Misgeld, Regular Session (after hours)

1972 F EDUCATION AND THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

This course deals with the social relations of contemporary women and men, in the family, in the workplace, and in educational institutions. Questions of sex-role socialization, occupational inequities, comparative studies in child-rearing practices, and the impact of feminism on educational and sociological theory and practice will be among the topics of study, but the more specific content of the course will vary, as it will be taught at various times by different faculty involved in the departmental focus on feminist studies. This course is an acceptable prerequisite to 3972S.
Staff, Regular Session (after hours)

1972 S L'ÉDUCATION ET LA SOCIOLOGIE DE LA FEMME ET DES RAPPORTS ENTRE LES SEXES

Ce cours traite des rapports sociaux actuels entre les femmes et les hommes, au foyer, au travail et au sein des institutions éducationnelles, selon les thèmes suivants : la socialisation aux rôles déterminées par le sexe, les inégalités d'emploi, les études comparatives portant sur la socialisation de l'enfant et l'impact du féminisme sur la théorie et la pratique éducationnelles et sociologiques. Ces thèmes pourront toutefois varier selon le professeur. Ce cours peut servir de prérequis au 3972S.
Membre de faculté à déterminer, session d'été

1973 F WOMEN AND THE EDUCATIONAL SYSTEM

An examination of the impact of the changing situation of women in society on educational processes and curriculum. Emphasis will be placed on non-violent strategies of change in crucial areas of educational policies and the social construction of curriculum.
R. R. Pierson, Regular Session (not offered in 1989/90)

1974 F GENDER AND EDUCATION: SOCIOECONOMIC ISSUES

This course will examine gender and education as embedded in socioeconomic relations. Issues such as gender and class, the segregated labor force, family, women and the state, and women and development will be discussed in this context.
Staff, Regular Session (after hours)

1976 F NON-SEXIST APPROACHES TO STRATIFICATION

This course starts with a critique of major theories of stratification in terms of their inability to adequately deal with women. Other problems are identified and examined as well. Older as well as the

most recent feminist critiques of stratification theories are considered, and the proposed solutions are critically examined. Finally, the course will identify elements necessary for developing a non-sexist theory of stratification.
Staff, Regular Session (not offered in 1989/90)

1981 F INEQUALITY, AFFIRMATIVE ACTION, AND EDUCATIONAL SYSTEMS

Access to educational and employment opportunities continues to be characterized by structural inequity with considerable evidence of negative impacts for women, members of racial/ethnic minorities, and persons with disabilities. With the passing into law of Bill C-62, the Employment Equity Act, Canada enters the era of mandatory employment equity or affirmative action. This course will examine various implications of this new direction in public policy and analyse related patterns of social, economic, and educational change.
E. B. Harvey, Regular Session (after hours)

1984 F,S,H SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff, Regular Session

1987 F HEALTH, ILLNESS, AND KNOWLEDGE OF THE BODY: EDUCATION AND THE SELF-LEARNING PROCESSES

This course will examine the self-learning processes by which people identify and understand disease and health from within their experiences of conventional and alternative forms of medicine. It centres on laypersons' attempts to understand their illnesses, to rediscover their experience of health, and to arrive at a knowledge of their bodies. The course will emphasize biographical case studies, and will examine the communicative relationship between medical practitioners and patients. It will also look at the place of nutrition and ecology in problems of illness and prospects for health.
R. J. Silvers, Regular Session (after hours; offered in alternate years; not offered in 1989/90)

1988 F EDUCATION IN CONTEMPORARY THEORIES OF PEACE

Most recognize peace as the major issue of our time, although there is no commonly agreed conception of what is peace. A number of theoretical perspectives have emerged in recent years providing an analysis of how today's social orders work generating conflict and violence and how peace can be realized at different levels of social reality, from individual to global. The objective of the course is to cover selected theoretical perspectives with a special focus on the educational implications of each, both for making social peace and for living personal peace.
M. L. Handa, Regular Session (daytime)

1996 S THE SOCIAL RELATIONS OF CULTURAL PRODUCTION IN SCHOOLS

An analysis of the social relations and structures in the school, and of their impact on: teaching, pedagogic work, curricula, and assessment; and learning, student work, and performance. These features and forms will be considered in the light of an applied sociology of cultural production in classroom settings.
P. R. D. Corrigan (after hours; may be offered in 1989/90)

3903 S MULTIRACIAL AND MULTICULTURAL EDUCATION IN COMPARATIVE PERSPECTIVE

This seminar course will analyse the theoretical and practical assumptions underlying contemporary policy and practice in multiracial and multicultural education. A variety of theoretical approaches and typologies will be identified and compared. Detailed consideration will be given to the implications of these discussions for current educational policy and practice in Canada.
M. Heller, Regular Session (after hours; not offered in 1989/90)

3911 F PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems and factors related to the implementation of educational and social programs. Implementation will also be studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class will be expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.

Staff (offered alternately with 1909F; not offered in 1989/90)

3927 S ISSUES IN EDUCATION, DEVIANCE, AND LEGITIMACY

A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research; etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.

W. G. West, Regular Session (daytime; not offered in 1989/90)

3928 S STUDIES IN THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is intended for students who are interested in mastering the social organization of knowledge as a method of inquiry. It deepens the consideration of ideology and explores the method of the social organization of knowledge with reference to relevant theory. The potentiality of the approach as a research strategy is developed and students are introduced to textual analysis as one major research procedure in the field.

Prerequisite: 1928F or permission of the instructor.

J. L. Heap (not offered in 1989/90)

3930 S INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

This course uses data from a variety of societies – both "developed" and "developing" – to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.

J. P. Farrell, Regular Session (after hours)

3934 F ANALYSING CLASSROOM DISCOURSE

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.

J. L. Heap, Regular Session (after hours)

3935 F REVOLUTIONARY MOVEMENTS AND EDUCATION

A critical analysis of current and historical revolutionary movements with particular attention to their educational programs. The social composition, dominant interpretations of social conditions, objectives, strategies, and actual accomplishments of such movements will be compared. Particular attention will be given to the educational features of social movements in the current "transitional" societies (e.g., Poland, Cuba, China, Guinea-Bissau, Nicaragua) and those in advanced capitalist societies such as Canada, the U.S.A., France, and Italy.

W. G. West, Regular Session (after hours)

3940 S COMPARATIVE SOCIETIES: ECONOMIC CHANGE, THE STATE, AND SCHOOLING

A comparative study of modes of produc-

tion, modes of government, and modes of education and of their interrelations. Precapitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities postulated. Case-study materials will examine these relationships in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.
D. W. Livingstone, Regular Session (daytime; alternate years; not offered in 1989/90)

3952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952F,S,H, but at the doctoral level.

3953 S CANADIAN POLITICAL ECONOMY AND EDUCATION

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
D. W. Livingstone, Regular Session (offered in 1989/90 and in alternate years)

3954 F EDUCATIONAL AND ECONOMIC DEVELOPMENT IN THIRD WORLD COUNTRIES FROM A MARXIST PERSPECTIVE

The course will have a theoretical part and an applied part. In the theoretical part the focus will be on Marxist theories of underdevelopment and development and on how these theories differ from liberal theories, with special reference to the role of education. In the applied part, the students will be expected to analyse the educational system in a Third World country.
M. L. Handa, Regular Session (offered alternately with 1941S; not offered in 1989/90)

3967 F EDUCATION AND WORLD COMMUNITY: SOCIO-PSYCHOLOGICAL DIMENSIONS

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states – that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation to efforts of community mobilization toward a global world community. Finally, efforts will be made to extend a peace paradigm as part of an educational effort to create a global world community based on peaceful means of social praxis.
M. L. Handa and *E. V. Sullivan,* Regular Session (daytime)

3970 S ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

The course reviews a series of selected frameworks examining the issue of how theory may be applied. The work will try to draw upon and expand the student's use of working theory to the development of future work, especially as it might relate to thesis work.
Staff, Regular Session (daytime)

3971 Y WOMEN, WORK, AND EDUCATION: PRODUCTION AND REPRODUCTION

The kind of work women perform and how it is valued by society are shaped by the complex interaction of sexual relations, cultural perceptions, economic conditions, and social action. This course will examine these issues in relation to the ideas about women's education and training and how these have been implemented over time.

We will focus on three main themes as they relate to women's education: the relationship between domestic labor and other forms of labor; the nature of women's labor force participation and the theories that attempt to explain discrimination; and the effect of public policy and political movements on the conditions of female labor. The readings will be drawn from historical and contemporary literature with specific emphasis on conditions in Canada.
Staff, Regular Session (daytime; not offered in 1989/90)

3972 S ADVANCED RESEARCH SEMINAR ON FEMINIST THEORY, METHODOLOGY, AND EDUCATION

This seminar will focus on current theoretical advances in the study of women and society, exploring feminist theory and methodology as they relate to education with emphasis on elaborating general criteria for a non-sexist methodology. A different area will be selected each year for intensive treatment.

Prerequisite: 1972F, 1973F, or permission of the instructor.
R. Ng, Regular Session (after hours)

3973 S CURRENT ISSUES IN CANADIAN ECONOMIC DEVELOPMENT: IMPLICATIONS FOR EDUCATION

This course will examine the social problems that arise in an advanced industrial economy as a result of changes in the global economy. We will examine features such as the structural weaknesses of the Canadian economy; the problems of accommodating capital mobility; the tension between market and non-market issues; the impact of technological change; the rise of the service economy; the distribution of wealth and income; and the relationship between economic goals, public policy, and social needs. These issues will be examined in terms of labor requirements and the implications for education and training. A particular focus will be gender relations and economic issues.
M. Cohen, Regular Session (after hours; not offered in 1989/90)

3980 S RESEARCH SEMINAR: PRACTICAL PROBLEMS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.
M. Cohen, Regular Session (daytime; not offered in 1989/90)

3984 F,S,H SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

Description as for 1984F,S,H, but at the doctoral level.
Staff, Regular Session

3995 F APPLIED SOCIOLOGY OF STATE FORMATION AND EDUCATIONAL POLICY

Theoretical and empirical studies that (1) situate comparatively the policy-making context of schooling systems and the educational features of state formation with a specific orientation to historical sociological methodologies; and (2) locate state formation within a wider context of social change. Recommended for all Ed.D. students; linked to 3996S.
P. R. D. Corrigan, Regular Session (after hours; may be offered in 1989/90)

3996 S PRACTICUM IN SOCIOLOGY IN EDUCATION

This course is designed to assist students in the development of their thesis research. Among the basic issues to be examined are defining a research problem, developing an overall research plan, gathering and interpreting different kinds of data, and present-

ing results in an effective way. The central emphasis in the course will be to provide students with practical skills so that they may effectively pursue their own research interests.
E. B. Harvey, Regular Session (after hours)

Note: The following courses might also be of special interest to students in Sociology in Education:

Adult Education: 1139F,S Introduction to Comparative, International, and Development Education.

Curriculum: 1304F,S,H Curriculum Specialization.

Higher Education: 3806S Case Studies in Comparative Higher Education.

History and Philosophy of Education: 1418F,S,H The Role of Education in Theories of Women's Emancipation: I; 1436F,S,H Ideology, Rationality, and Critical Consciousness: The Critical Theory of Society; 1483F,S,H Education and Philosophies of Peace and Non-Violence; 3418F,S,H The Role of Education in Theories of Women's Emancipation: II; 3447F,S,H Critical Theory as a Theory of Modernity and Education: I.

Special Education

ANNE JORDAN WILSON, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(assessment of exceptional students; cognitive development and sociocultural factors in learning; policies and practices in special education delivery)

Graduate Studies Academic Secretary:
MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(development of intervention programs for culturally divergent and developmentally delayed children; paraprofessional outreach programs; relationship between nutrition and behavior disorders; Eastern holistic medicine)

Admission inquiries should be addressed to:
JOHN R. KERSHNER, *Ph.D. (Toronto)*
Professor
(neuropsychology of learning disabilities and brain–behavior relationships; hemispheric specialization and the control of attention in information processing; research design and evaluation)

IAIN DAVIDSON, *Ph.D. (Toronto)*
Associate Professor
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children)

ESTHER GEVA, *Ph.D. (Toronto)*
Assistant Professor, cross-appointed to Curriculum
(cognitive and linguistic processes in normally achieving and in learning disabled children; learning disabilities in second-language contexts; computer programming in diagnosis and remediation; research design and evaluation)

DANIEL KEATING, *Ph.D. (Johns Hopkins)*
Professor
(cognitive processes in developmental and individual differences; gifted and talented children; critical thinking in adolescents)

PETER LINDSAY, *Ph.D. (Toronto)*
Associate Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children)

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor, cross-appointed to Applied Psychology, and Coordinator, OISE Psychoeducational Clinic
(microcomputer applications in education and assessment; learning disabilities in adults; instructional systems design; journal writing and reflection)

CAROL R. MUSSELMAN, *Ph.D. (Michigan)*
Associate Professor
(education of children with communication disorders; linguistic and social development of hearing-impaired children; mother–child and teacher–child communicative interaction)

LINDA SIEGEL, *Ph.D. (Yale)*
Professor, and Executive Head of Graduate Studies, OISE
(the study of cognitive processes in learning disabled children; the early detection of learning disabilities; issues in psychoeducational assessment)

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor
(principles of educational assessment; cognitive education and modifiability; issues in special education; alternative special education service and delivery models)

JUDITH WIENER, *Ph.D. (Michigan)*
Associate Professor
(social skill development in learning disabled children and adolescents; translation of assessment results into programming; the consulting process)

DALE M. WILLOWS, *Ph.D. (Waterloo)*
Associate Professor, cross-appointed to Curriculum
(basic processes in reading; reading disabilities; classroom reading instruction; assessment and remediation approaches to reading difficulties)

ASSOCIATED INSTRUCTORS:

THOMAS W. HUMPHRIES, *Ph.D. (Northwestern)*
Psychological Director, Learning Evaluation Unit, Child Development Clinic, Division of Neurology, Hospital for Sick Children, Toronto

GEORGE KARLAN, *Ph.D. (Kansas)*
Associate Professor, Special Education Section, Department of Education, Purdue University

MARY KONSTANTAREAS, *Ph.D. (Toronto)*
Professor of Psychology and Psychiatry, University of Toronto, and Head of Research, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto

JOANNE ROVET, *Ph.D. (Toronto)*
Assistant Professor of Paediatrics, University of Toronto; Research Psychologist, Hospital for Sick Children, Toronto

SANDRA SHINER, *Ph.D. (Toronto)*
Counselling and curriculum specialist

LYNN STOLL-SWITZER, *Ph.D. (Miami)*
Counselling, curriculum, and learning specialist

W. LAWRENCE WILLIAMS, *Ph.D. (Manitoba)*
Director, Behaviour Management Program, Surrey Place Centre, Toronto

CORRINNE WISS, *Ph.D. (Northwestern)*
Consultant in assessment and programming for exceptional children

CONFIDENTIALITY OF STUDENT FILES

Students of the Department of Special Education have access to their own personal files in the department. All letters of reference about a student applying for admission to the department may be seen by that student unless the external agency or individual referees request otherwise.

The procedure of gaining access to the file is to request an appointment with the faculty advisor, who will screen the file to eliminate confidential material from external sources and review the file with the student.

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Ph.D. program requires two years of full-time study; the Ed.D. program requires one year of full-time study plus several years of part-time study; the M.A. and M.Ed. programs may be taken on a part- or full-time basis. Students planning to undertake a full-time M.Ed. degree program should note that the equivalent of at least one regular session and two summer sessions are required for completion.

Students who have an Ontario Teacher's Certificate will find many courses in the Department of Special Education that have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. As the Ministry of Education is currently revising the list of equivalent courses, students should consult their faculty advisors regarding courses acceptable for Part I and Part II.

All of the programs in the department have the dual objectives of broadening the student's general background in special education and developing specialized knowledge in at least one area of concentrated study. The programs are not designed to provide methods courses with regard to particular types of exceptionality.

Note on Admissions Procedures: The department requires that applications for admission include a *detailed* statement from applicants regarding their background, career goals, and expectations from the program. Applicants to the doctoral programs are required to submit two professional and two academic letters of reference. Master's candidates are required to submit two letters only. An applicant's file must be complete before it can be reviewed by the department. Applicants are advised to check with either the Office of Graduate Studies or the department to ensure that their file is complete. Additional guidelines regarding applications as well as the department's specific criteria for admission are available from the department.

ORGANIZATION OF MASTER'S DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in four core areas:

(a) current issues in special education,

(b) assessment and programming for exceptional students,

(c) interpretation of research in special education,

(d) analysis of special education practice (with associated individual field experience).

In practice, this proficiency usually requires students to take 1280 Issues in Special Education, and 1293 Interpretation of Research in Special Education, as the *first* two courses in the department, followed by 1292 Educational Assessment and Programming and 1288 Seminar and Field Experience in Special Education.

Students should also begin the field experience associated with 1288 as soon as they enter the department, and plan to take the seminars at appropriate times. They should discuss the course and the field experience with the instructor as soon as possible. Students requesting exemption from core requirements on the grounds of equivalent background should consult their faculty advisor regarding procedures.

Students, in consultation with their faculty advisor, must include at least four half-courses in their program from the Department of Special Education. The remaining courses may be chosen from other departments of OISE or from other graduate departments at the University of Toronto. Students are also encouraged to participate in colloquia and informal research meetings organized by the department.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the education system. Under exceptional circumstances, however, students without a teaching background may also enrol in this program.

Students enrolling in the M.Ed. program are usually expected to have some undergraduate coursework in areas relevant to the helping professions. If this is not the case, two appropriate courses will usually be required as part of the regular degree program. The particular courses will be decided in consultation with the faculty advisor.

The new M.Ed. degree program pertains to students commencing in the 1986 Summer Session and thereafter. (See pages 29 to 30.) In the Department of Special Education the M.Ed. degree is pursued under Option I (ten half-courses and a comprehensive requirement). Four of the courses will be devoted to the core areas described previously. The following two courses are strongly recommended: 1274 Research Planning in Special Education and 1295 Individual Reading and Research in Special Education: Master's Level. These courses are designed to assist students in the preparation of a Comprehensive Paper (CP). The CP meets the comprehensive examination requirement.

Students will choose their instructor of 1295 on the basis of a match between their professional interests and those of the instructor. The CP will be directed by the faculty member teaching 1295. Possible CP formats include: extensive analytical reviews of significant literature, research proposals, pilot empirical studies, empirical studies, evaluation research (programs or curricula), in-depth single-case or policy analyses, curriculum materials development, professional development programs, and parent education workshops.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Arts program, which may be undertaken on a full- or part-time basis, is designed for students who wish to pursue either a research career or a professional career in clinical work with exceptional persons in a wide variety of settings. The usual entrance requirement is a four-year B.A. degree in a relevant social or behavioral science or a helping profession such as speech pathology, social work, physiotherapy, nursing, occupational therapy. Those with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to the one-year M.A. program.

The M.A. program consists of six half-courses and a thesis. The program must include four half-courses in the Department of Special Education encompassing those core areas described above. In addition students are recommended to take two courses, 1274 Research Planning in Special Education and 1295 Individual Reading and Research in Special Education: Master's Level, to assist in the preparation of a master's thesis. Students will choose the instructor of 1295 on the basis of a match between their interests and those of the instructor.

The master's thesis will be directed by a committee of two faculty members, one of whom teaches the selected section of 1295. The master's thesis is a formal research project that differs from the CP in scope, amount of time expected, and depth of analysis (theoretical or statistical). Thesis topics are often developed through course and seminar discussions, through informal discussions with faculty, or through student involvement in ongoing faculty research. The completed M.A. thesis must be presented at a departmental seminar.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ed.D. program in Special Education is intended primarily for educators who have demonstrated their practical capabilities in special education, and who intend to continue their professional careers as field-oriented leaders in this area. Students with the M.Ed. degree who wish to proceed to doctoral studies in Special Education will ordinarily be considered for admission to the Ed.D. program. Students who wish to proceed to the Ph.D. degree should ordinarily have the M.A. degree. An A− average is required for doctoral admission.

Students applying to the Ed.D. program are required to submit their master's thesis or to complete a Qualifying Research Paper (QRP) prior to registration in the program. Students who intend to apply for doctoral study and who have not fulfilled the QRP requirement should contact the Graduate Studies Academic Secretary in the department as soon as possible. The very latest this contact should be made is at the time of formal application for admission to the program.

Applicants who do not have a background in elementary statistics or in research design may be required to demonstrate that they have developed skills in these areas by taking additional master's-level coursework prior to admission to the doctoral program.

The degree program will consist of a minimum of eight half-courses and a doctoral thesis. In addition, candidates will undertake short internships in three of the following areas: clinical work, administration, teacher education, and curriculum development. Exemptions in up to two of the three will be possible for exceptionally experienced candidates. Candidates are required to take most of their courses on a part-time basis prior to their year of residence.

As part of the program, students will be required to take at least four half-courses in the Department of Special Education including 3280 Seminar Reviewing Research Activities in Special Education and one methods course related to their thesis, usually a course in intermediate statistics.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. program in Education with specialization in Special Education is designed for those who wish to pursue a career in university teaching and research, or other positions that require leadership skills in research and evaluation. The program for such students emphasizes the knowledge in the several disciplines relevant to special education, theory building, relating theory to practice, and research skills. Such a course of studies might combine special education courses with courses in psychology, psychiatry, sociology, etc. Ph.D. students may or may not have a background in elementary or secondary school teaching.

Students applying for the Ph.D. program will usually have completed the M.A. program in Special Education and have completed a thesis. An A− average is required for doctoral admission. Students who have not completed a master's thesis must complete a Qualifying Research Paper (QRP) as a condition of their acceptance into the program. The QRP must demonstrate the student's ability to conduct original research, and must conform to the formal style and standards of a master's thesis. See description of QRP in the Doctor of Education section for more detail.

General requirements for the Ph.D. program and the doctoral thesis are described on pages 35 to 36.

Students will be expected to take at least four half-courses in the Department of Special Education, including 3280 Seminar Reviewing Research Activities in Special Education. Students commencing the Ph.D. program after July 1, 1986, will be required to take a comprehensive examination. For details consult the faculty advisor.

Students who do not have sufficient statistical and research background will be required to take additional courses in the doctoral program.

Other coursework will involve a broad study in special education devised in consultation between student and faculty advisor. Such a program will typically involve two or three half-courses in another department within OISE and one appropriate full course in another graduate department of the University of Toronto.

COURSES

A course is identified with this department when the first three digits in the course number are 127, 128, 129, 327, 328, or 329. Most of the courses listed below will be offered in the evening from 5:30 to 8:30 p.m.

1274 F,S,H RESEARCH PLANNING IN SPECIAL EDUCATION

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoreti-

cal knowledge necessary to conduct successful research in special education.
J. R. Kershner, P. Lindsay, R. B. MacIntyre, C. R. Musselman, and *L. Siegel,* Regular Session and Summer Session

1275 S MICROCOMPUTERS IN SPECIAL EDUCATION

This course is designed to provide special educators with the skills necessary to do a systematic assessment of the potential of computers as an instructional assistant in a special education classroom or resource room. During the course, both the special hardware and software available for working with exceptional students will be demonstrated and evaluated. The course will examine exemplary software in both the language arts and the mathematics curriculum as well as selected topics in special areas depending on student interest, e.g., the learning disabled and the hearing impaired. The course is suitable for people who are using or who are planning to use computers in their classrooms.
P. Lindsay, Regular Session; Staff, Summer Session

1280 F,S,H ISSUES IN SPECIAL EDUCATION

A critical analysis of current issues related to special education philosophy, practice, and administration.

For Special Education students only. Others by permission of instructors.
C. R. Musselman, H. Silverman, and *A. J. Wilson,* Regular Session and Summer Session

1281 F,S,H THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counselling.
M. Garber, R. B. MacIntyre, and staff, Summer Session and Regular Session (offered as required)

1282 F,S,H THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and hearing impairment in children and adolescents; curriculum adaptations; instructional methods; language and communication; educational programs in school, hospital, and the home; counselling for parents and pupils.
C. R. Musselman, Regular Session (offered as required)

1283 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED: PART I

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating and *S. Shiner,* Regular Session and Summer Session

1284 F,S,H BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and young people. The diagnostic process; constitutional and social factors involved; current treatment procedures will be emphasized. Lectures, case presentations, demonstrations, and readings.
M. Garber and *J. Wiener,* Summer Session and Regular Session

1285 F,S,H CHILDREN WITH LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
T. W. Humphries, L. Siegel, and *A. J. Wilson,* Regular Session and Summer Session

1286 F,S,H APPROACHES TO THE TEACHING OF LEARNING DISABLED STUDENTS IN SECONDARY SCHOOLS

A critical evaluation of the approaches that are typically employed in the education of learning disabled students in secondary schools. Discussion of current research findings pertaining to these programs and a consideration of teaching alternatives.
J. Wiener, Regular Session

1287 F,S,H APPROACHES TO THE COUNSELLING AND GUIDANCE OF EXCEPTIONAL CHILDREN AND THEIR PARENTS

This course will consider the literature on the problems experienced by exceptional children and their parents arising from the exceptionality itself, including problems surrounding the diagnostic process, home care and management of the child, the child's developing awareness of his or her differentness, and planning for the future. Various approaches to counselling will be studied as well as methods of service delivery.
R. B. MacIntyre and *L. Stoll-Switzer,* Regular Session

1288 F,S,H SEMINAR AND FIELD EXPERIENCE IN SPECIAL EDUCATION

This course attempts to broaden the experiential basis of students' understanding of special education and their skills in analysing work done with exceptional children, especially in schools. Students should consult with the course instructor when arranging their degree program at the time of registration (or earlier if they wish).
I. Davidson, Summer Session and Regular Session

1289 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED: PART II

Analysis of specific teaching strategies for the gifted. Theoretical and practical experience in areas of counselling gifted students and their parents.

Prerequisite: 1283F,S,H or permission of the instructor.
D. Keating and *S. Shiner,* Regular Session

1290 F,S,H PSYCHOLOGY AND EDUCATION OF AUTISTIC CHILDREN

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
M. Konstantareas, Regular Session

1291 F,S,H SPECIAL TOPICS IN SPECIAL EDUCATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of specific areas of special education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1295F,S,H, which is normally conducted on a tutorial basis.)
Staff

1292 F,S,H EDUCATIONAL ASSESSMENT AND PROGRAMMING

This course aims to bring students to an understanding of various notions of educational assessment and its relation to programming. The function of assessment and programming in the work of teachers of exceptional children will be the focus. Emphasis is placed on critical analysis of assessment procedures including tests and written reports, on developing a clear theoretical framework on which to base criteria for sound procedures, and on the procedures themselves. The course does not attempt to teach students how to administer psychological tests. A practicum component is generally included.
I. Davidson, T. W. Humphries, R. B. MacIntyre, H. Silverman, J. Wiener, and *A. J. Wilson,* Summer Session and Regular Session

1293 F,S,H INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

Introductory course in the critical evaluation of reports in special education, and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in special education, and the importance of theory development in both basic and applied research.
E. Geva, J. R. Kershner, P. Lindsay, R. B. MacIntyre, C. R. Musselman, and *L. Siegel,* Summer Session and Regular Session

1294 F,S,H CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

Analysis and development of instructional materials and strategies for teaching exceptional children and adolescents. Various approaches are explored: e.g., top-down, bottom-up, and interactive approaches to reading; remediation and compensation for handicaps; learning strategies; and life skills. Emphasis is given to the development of curricula that can be applied in practical situations.

Prerequisite: 1292F,S,H or permission of the instructor.

R. B. MacIntyre and *J. Wiener,* Summer Session and Regular Session

1295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a faculty member, focussing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the Comprehensive Paper requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

Staff, Regular Session and Summer Session

1296 F,S,H THE DIAGNOSIS OF READING DIFFICULTIES AND THE DESIGN OF REMEDIAL READING ACTIVITIES

The purpose of the course is to meet the regular classroom teacher's needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.

Staff, Regular Session

1297 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING: INTERMEDIATE LEVEL

The focus of this course will be upon skill development in the area of psychoeducational assessment. Course content will include the administration of standardized intelligence tests and achievement tests, as well as other standardized tests and rating scales. A heavy experiential component will be included.

Prerequisite: 1292F,S,H.

I. Davidson, T. W. Humphries, and *R. B. MacIntyre,* Regular Session

1298 F,S,H ISSUES IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN

This course will focus on two areas: *(a)* providing students with an overview of issues central to the education of visually handicapped children, along with practical experience ranging from visits to schools, classes, and agencies to individual work with visually handicapped children; *(b)* developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.

I. Davidson, Regular Session

1299 F,S,H THE EDUCATIONAL IMPLICATIONS OF LANGUAGE AND COMMUNICATION DISORDERS

This course will cover atypical patterns of language acquisition in children with language delay, including those who are retarded, deaf, autistic, and learning disabled. The focus will be on the acquisition of a primary system of communication rather than literacy, and will cover alternatives to spoken language, such as sign and blissymbolics. Various approaches to teaching language will be examined for their appropriateness to different types of language problems.

C. R. Musselman, Summer Session and Regular Session

3280 F,S,H SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretations of research relevant to the student's doctoral thesis.

Prerequisite: Permission of the instructor.

J. R. Kershner, Regular Session

3283 F,S,H RESEARCH SEMINAR: PSYCHOLOGY AND EDUCATION OF THE GIFTED

Critical analysis of research and theory on the nature, development, and education of gifted children. The course will focus on basic research and theory in psychology and education, rather than on direct applications.

Prerequisite: Permission of the instructor.
D. Keating, Regular Session

3286 F,S,H NEUROPSYCHOLOGY OF LEARNING DISABILITY
An introduction to the theoretical foundations of cerebral hemisphere asymmetries. The main purpose is to clarify current theoretical issues. Implications for learning disability will be emphasized. The course will focus on basic research and theory, rather than applied issues.
J. R. Kershner, Regular Session

3292 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING: ADVANCED LEVEL
This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, the area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal. The course includes a variety of procedures such as testing and interviewing, and places assessment procedures in the educational context.

Prerequisite: Permission of the instructors.
R. B. MacIntyre and *L. Siegel,* Regular Session

3295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL
Specialized study, under the direction of a faculty member, focussing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

3296 F PROSEMINAR IN SPECIAL EDUCATION
This course provides in-depth study of special topics in special education, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of the education of exceptional children.
H. Silverman, Regular Session

3298 F,S,H SPECIAL TOPICS IN SPECIAL EDUCATION: DOCTORAL LEVEL
Description as for 1291F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3295F,S,H, which is normally conducted on a tutorial basis.)
Staff

Academic Staff

(As of January 1, 1989)

ABBEY, DAVID S., *Applied Psychology*

AITKEN, JOHAN L.*, *Curriculum*

ALEXANDER, DAVID*, *Curriculum*

ALEXANDER, WILLIAM E., *Adult Education*

ALLEN, J. PATRICK B., *Curriculum*

ALVI, SABIR A., *Applied Psychology*

ASTINGTON, JANET W., *Applied Psychology*

BECK, CLIVE M., *History and Philosophy of Education*

BEREITER, CARL, *Applied Psychology*

BERK, LEONARD, *Curriculum*

BERNHARDT, ELIZABETH*, *Curriculum*

BHARGAVA, RAGHU P.*, *Measurement, Evaluation, and Computer Applications*

BIEMILLER, ANDREW J., *Applied Psychology*

BOGDAN, DEANNE, *History and Philosophy of Education*

BOOTH, DAVID*, *Curriculum*

BOYD, DWIGHT R., *History and Philosophy of Education*

BREHAUT, WILLARD, *History and Philosophy of Education*

BROWN, ALAN F., *Educational Administration*

BRUNDAGE, DONALD H., *Adult Education*

BURNABY, BARBARA J., *Adult Education*

BURNS, GEORGE E., *Sociology in Education*

BURRILL, DONALD F., *Measurement, Evaluation, and Computer Applications*

CANALE, MICHAEL, *Curriculum*

CAPLAN, PAULA J., *Applied Psychology*

CARROLL, SUSANNE, *Curriculum*

CASE, ROBBIE, *Applied Psychology*

CAZABON, BENOIT, *Curriculum*

CHRISTENSEN, CLIFFORD M., *Applied Psychology*

CHURCHILL, STACY, *Measurement, Evaluation, and Computer Applications*

COHEN, MARJORIE, *Sociology in Education*

COHEN, RINA S., *Measurement, Evaluation, and Computer Applications*

COLE, ESTER*, *Applied Psychology*

CONNELLY, F. MICHAEL, *Curriculum*

CORRIGAN, PHILIP R. D., *Sociology in Education*

COURTNEY, RICHARD, *Curriculum*

COUSINS, J. BRADLEY, *Educational Administration*

CUMMINS, JAMES P., *Curriculum*

DARROCH-LOZOWSKI, VIVIAN, *Applied Psychology*

DAVIDSON, IAIN, *Special Education*

DAVIE, LYNN E., *Adult Education*

DAVIS, JOHN E., *Educational Administration*

DEL GRANDE, JOHN*, *Curriculum*

DENIS, ANN*, *Sociology in Education*

DRAPER, JAMES A., *Adult Education*

EICHLER, MARGRIT, *Sociology in Education*

EISENBERG, JOHN A., *History and Philosophy of Education*

ELLIS, M. DORMER, *Adult Education*

EVANS, PETER J., *Measurement, Evaluation, and Computer Applications*

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INQUIRIES

Please address inquiries concerning graduate studies in education to:

Office of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario,
Canada M5S 1V6

Cable address: OISETOR
Telephone: 923-6641

FAX: (416) 926-4725
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OISE
BULLETIN 1990/91

Graduate Degrees in Education
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OISE Bulletin
1990/1991

Graduate Degrees in Education
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All inquiries should be addressed to the Registrar, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.

Students should bring this Bulletin when they register. No assurance can be given that additional copies will be available at that time.

1. The Bulletin of the Institute is published some months before the opening of the Session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make necessary changes.

2. Applications/Admissions

(a) The deadline for submitting application forms is February 1, 1990, for the 1990/91 Regular Session. While applications will be received after this date, no guarantee of admission to either degree programs or courses can be made.

(b) The Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal admission requirements.

3. The Institute reserves the right to limit the number of registrants in any course of instruction described in this Bulletin in circumstances where the number of qualified applicants for a course exceeds the teaching resources available to the Faculty.

4. All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies. Applicants and students are advised to consult the School of Graduate Studies Calendar.

Notice of Collection of Information and Disclosure

In accordance with Section 39(2) of the Freedom of Information and Protection of Privacy Act in the Province of Ontario, you are hereby notified that the personal information relating to you is being collected for the proper administration of graduate degree programs and academic records, and statistical purposes of the Ontario Institute for Studies in Education, and in accordance with Section 42, authorizes the Institute to disclose such information for the purposes of conducting the business of the Institute as it relates to graduate programs, determining academic performance and eligibility for scholarships, grants and loans to any educational institution, the Federal Government and its collection agencies, other ministries of the Ontario Government, other educational authorities both inside and outside the Province of Ontario, and financial institutions with which you may have a student loan. This information is collected under the legal authority of the Ontario Institute for Studies in Education Act, R.S.O. 1980, c. 341. Questions about this collection should be directed to the Assistant Director (Academic), Office of the Assistant Director (Academic), Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada M5S 1V6 (telephone 416-923-6641).

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1990

February 1	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1990 Summer Session or the 1990/91 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 1	Final date for receipt of applications for a Graduate Assistantship (for full-time study only)
March 1	Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time
March 2	Final date for withdrawing from second term and full year courses without academic penalty
March 12–16	Midwinter break in the Ontario school system (no OISE classes scheduled)
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 12	Last day of lectures, Regular Session
April 13	Prior to this date pre-enrolment forms must be submitted for continuing students for both Summer Session and Regular Session (first and second term). While pre-enrolment forms will be received after this, maximum enrolment may be reached in some courses well before this date
April 13	Good Friday (offices closed)
April 16	Easter Monday (offices closed)
April 17, 18	Course examinations, Regular Session
April 20*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
April 27†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1989/90 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)
May 20	Final deadline for SDF designation for 1989/90 first term courses to be changed to a regular grade or a failure
May 21	Victoria Day (offices closed)
June	Spring Convocation (to be announced)
July 1	Canada Day (offices closed)
July 2	Offices closed in lieu of Canada Day

July 3	First day of lectures, Summer Session
July 3, 4, 5	Summer Session registration
July 15	Deadline for course changes in Summer Session
August 6	Civic Holiday (offices closed, classes rescheduled)
August 10	Last day of lectures, Summer Session
August 13, 14	Course examinations, Summer Session
September 3	Labour Day (offices closed)
September 4–7	Regular Session registration (full-time students only) 10:30 a.m.–12 noon and 2:30 p.m.–4 p.m. Also 10:30 a.m.–12 noon and 2 p.m.–3 p.m. between September 10 and September 14
September 10	Lectures begin
September 10–14	Regular Session registration (part-time students only) 3:30 p.m.–5:30 p.m.
September 14	After this date a late registration fee will be assessed
September 28*	Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Fall Convocation
September 30	Grade submission date for 1990 Summer Session courses. (Grades will be mailed to students toward the end of October)
September 30	Final deadline for SDF designation for 1989/90 second term and full year courses to be changed to a regular grade or a failure
October 3*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis title and supervisor
October 5†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation
October 8	Thanksgiving Day (offices closed, classes rescheduled)
October 12	Final date for changing first term and full year courses
October 12	Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn
November	Fall Convocation (to be announced)
November 2	Final date for withdrawing from first term courses without academic penalty
December 7	Last day of lectures of first term courses
December 10, 11	Examinations in courses completed in the first term of the Regular Session

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1991

January 7	Lectures for the second term of the Regular Session begin
January 11	Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

January 15	Balance of required fees due without further notice
January 20	Grade submission date for 1990/91 first term courses. (Grades will be mailed to students in mid-February)
January 20	Final deadline for SDF designation for 1990 Summer Session courses to be changed to a regular grade or a failure
January 24*	Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 24*	Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council
January 25	Final date for registration for students beginning programs in second term
January 25	Final date for changing second term courses
January 31†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council
February 1	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1991 Summer Session or the 1991/92 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 1	Final date for receipt of applications for Graduate Assistantship (for full-time study only)
March 1	Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time
March 1	Final date for withdrawing from second term and full year courses without academic penalty
March 11–15	Midwinter break in the Ontario school system (no OISE classes scheduled)
March 29	Good Friday (offices closed, classes rescheduled)
April 1	Easter Monday (offices closed, classes rescheduled)
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 12	Last day of lectures, Regular Session
April 13	Prior to this date pre-enrolment forms must be submitted for continuing students for both Summer Session and Regular Session. While pre-enrolment forms will be received after this, maximum enrolment may be reached in some courses well before this date
April 15, 16	Course examinations, Regular Session

April 26*	Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 3†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1990/91 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)
May 20	Final deadline for SDF designation for 1990/91 first term courses to be changed to a regular grade or a failure
May 20	Victoria Day (offices closed)
June	Spring Convocation (to be announced)

* The information must be submitted to the Office of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

† Arrangements must be made through the Office of Graduate Studies, OISE, at least seven weeks before this date for Ed.D. and Ph.D. candidates.

‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

The Ontario Institute for Studies in Education

Established in 1965 by a special act of the Ontario legislature, the Ontario Institute for Studies in Education (OISE) is both a graduate school of education (in affiliation with the University of Toronto) and a research and field development institute in the field of education. That is, in addition to graduate instruction, basic and applied research, and development of curricular materials, the Institute is responsible for the dissemination of the results of educational studies throughout Ontario. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic inquiry than would be possible if OISE were either a graduate school or a research and field development institute alone. For graduate studies, OISE constitutes substantially the Graduate Department of Education in the University of Toronto's School of Graduate Studies. The Joint Committee on Education is the cooperative Institute/University deliberative body which advises the governing boards of both institutions as to the development of programs and policies in graduate education and the operation of the Joint Centre for Teacher Development, which is staffed by both institutions.

The Institute is situated in the centre of Toronto adjacent to the University of Toronto campus. Toronto is an international city, with a population of over two million. The University of Toronto is the largest in Canada, attracting students – especially at the graduate level – from all over the world. The OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The R. W. B. Jackson Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the University of Toronto campus, including the Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. One of the most effective ways to achieve this goal is through the students and graduates of OISE. The Institute's full-time enrolment numbers about 770, of whom more than half are candidates for doctoral degrees. In addition, approximately 1600 students pursue degrees on a part-time basis.

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LYNNE HANNAY, *Ph.D. Midwestern Centre*
JACK MILLER, *Ph.D. Niagara Centre*
WAYNE SELLER, *M.Ed. Northwestern Centre*
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JOHN A. ROSS, *Ph.D. Trent Valley Centre, and Field Centre Division Head*
GENE BURDENUK, *M.L.S. OISE/UWO Educational Leadership Centre*

Institute Awards of Distinction

PROFESSORS EMERITI

The status of Professor Emeritus is awarded to distinguished OISE professors in order to recognize, upon retirement, colleagues who have made meritorious contributions to OISE through their particular areas of study. Two of the retirees thus far so honored are actively associated with the Institute.

E. Brock Rideout
Frederick B. Rainsberry

FELLOWS OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

The award "Fellow of the Ontario Institute for Studies in Education" is granted each year to educators of recognized high merit, in appreciation of their major contributions to education.

1973 John Darling
Florence Henderson
James W. Singleton

1974 Nora R. Hodgins
William J. McCordic
Edison J. Quick
Donald M. Graham
(posthumous)

1975 Lloyd Dennis
T. Ranald Ide
Harry Pullen

1976 John W. Boich
J. Kelvin Crossley
Walter G. Pitman

1977 David A. Clee
Robert W.B. Jackson
Norman A. Sisco

1978 Alexander Kuska
John M. Porter
Wilfred R. Wees

1979 Laurier Carrière
C. Jane Dobell
Robert Steele

1980 Madeline Hardy
Northrop Frye
George Waldrum

1981 Duncan Green
Howard Kerr
Gordon Penrose

1982 Margaret Beckingham
Harding P. Moffatt
Ruth Vernon
J. Roby Kidd
(posthumous)

1983 Clifford McIntosh
Shirley McNaughton
B. Edmund Nelligan

1984 Ruth G. Banks
William T. Newnham
John Ricker

1985 William G. Davis
Elise Grossberg
Christopher Hodgkinson
Betty Oliphant
Shirley Stokes

1986 Mavis Burke
Ron Duhamel
Lucien Perras
Mary Alice Stuart

1987 Louis Applebaum
Rev. Roger Guindon, O.M.I.
Phyllis Scott
Sybil Shack

1988 Ursula Franklin
Verna Kirkness
Grace Layman
T. Rosaire Leger
James Parr

1989 Mary Ashworth
Edward J. Barbeau
E. Margaret Fulton
Douglas E. Light
Fred Ryan

JACKSON LECTURE SERIES

The R. W. B. Jackson Lecture Series was established as a tribute to the Institute's founding Director. The annual lectures reflect a concern for major social and educational issues and bring to OISE outstanding speakers from around the world.

1981 Shirley Williams

1982 Myer Horowitz

1983 Philip W. Jackson

1984 William G. Davis

1985 Bertha Wilson

1986 Norman Goble

1987 Johan Galtung

1988 Stuart Smith

1989 Robert Fulford

APPLICATION FOR ADMISSION

The Ontario Institute for Studies in Education conducts, within the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Graduate Department of Education of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Note that graduate degrees in education at OISE do not constitute certification for teaching in Ontario.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

The general requirements for admission are to be found in the section entitled "General Requirements for Degrees."

M.ED., M.A., ED.D., AND PH.D. APPLICANTS

1. For information and application forms, write directly to:

Admissions
Office of Graduate Studies
OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

All applicants must complete an application form, clearly indicating the OISE department and degree applied for, and return it to the above address.

2. Application forms should be submitted with attachments *(b)* and *(e)* listed below and arrangements should be made for submission of the remaining documentation:

(a) three official transcripts (not returnable) to be sent directly from the university to this institution, bearing marks attained, of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);

(b) $50 application fee (Canadian funds – not refundable) in the form of a certified cheque or money order payable to the University of Toronto; applicants previously registered in the School of Graduate Studies are not required to pay the application fee;

(c) where applicable, three copies of documents (not returnable) attesting to professional education, teacher certification, and experience;

(d) at least two letters of reference (not returnable) to support the application (see departmental section): use forms entitled Letter to Support Application for Admission enclosed with the application forms;

(e) a résumé (not returnable), in duplicate, indicating, in specific terms, study interests, previous career, and future goals. (Applicants to the Department of Curriculum are required to submit a *statement of purpose;* see departmental section of this Bulletin.)

(f) evidence of facility in the English language for all applicants whose mother tongue is not English and who graduated from a university outside Canada where the language of instruction was not English. This requirement is a condition of admission and must be met before leaving for Canada. Such applicants who have been recommended for admission are advised to take the test of one of the following:

English Language Institute (ELI)
University of Michigan
Ann Arbor, Michigan 48104, U.S.A.

or

Test of English as a Foreign
Language (TOEFL)
Educational Testing Service
Princeton, New Jersey 08540
U.S.A.

or

British Council
English Language Testing Service
(ELTS)
10 Spring Garden
London, England, SW1A 2BN
(applicants may also contact their
nearest British Council Office)

or (if already residing in Canada)

Certificate of Proficiency in English Test
(COPE)
School of Continuing Studies
University of Toronto
Toronto, Ontario M5S 1A3

Passing scores of at least 92 on the ELI test, 550 on the TOEFL test, or 7.0 on the ELTS test or a pass on the COPE test is required.

Alternatively, if an applicant has previously completed a program of studies at a university where the language of instruction and examination has been uniformly English, success in that program, or a statement by one of the applicant's university professors, may be accepted as evidence of the applicant's facility in English.

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship. Deadline for submission of the Graduate Assistantship application form is February 1 (see page 38).

4. Application forms for all degree programs must be submitted not later than February 1 for registration in the 1990/91 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of admission can be made.

Many students accepted to a program may wish, or be expected, to commence in the 1990 Summer Session. At the time of acceptance applicants who have indicated on their application form that they wish to commence in the summer will receive Summer Session information.

5. All master's candidates in the Graduate Department of Education wishing to proceed to doctoral degree programs must apply for admission and be considered in competition with all other doctoral applicants.

6. Ed.D. applicants should note that the process of application, assessment, and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. program in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree.

7. Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and compete with all other applicants for the later session. However, it will not be necessary to pay the application fee again if application is made within twelve months from the date of previous acceptance. In some exceptional circumstances a department may wish to recommend a postponement of admission. Such postponement can only be for a twelve-month period following the date of initial acceptance. The request must be initiated by the applicant through the Office of Graduate Studies by September 30 of the year of acceptance. Applicants approved for postponement should know that any changes subsequently made to the degree program requirements will be operative in the postponed program. Documents of applicants who have not previously registered at OISE will be kept on file for two years only and are not returnable.

Normally applicants can expect a decision regarding their admissibility during the latter part of April.

CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS

The pre-enrolment forms for course selection for the 1990 Summer Session and the

1990/91 Regular Session will be mailed during the week of *March 1* and must be returned before *April 13*. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in the first and second terms of the Regular Session.

Please note that the later the receipt of the pre-enrolment forms the more difficult it will become to get into courses of your choice. No guarantee of acceptance into either the first or second choice of courses can be given for either term. *Should you not get into any courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible admittance.*

SPECIAL STUDENTS

Applicants interested in taking a course as a Special Student on a part-time basis should request the Office of Graduate Studies, OISE, to send the appropriate forms. When these are submitted they should be accompanied by a statement indicating why Special Student status is requested.

Students accepted to a doctoral program may be required to undertake some prerequisite study as a Special Student. This can be taken on a full- or part-time basis.

Students interested in taking courses on a full-time basis as a Special Student and not for degree purposes should follow the application procedures for degree applicants.

See page 35 for further information.

Please note: Special Students cannot receive degree credit for courses taken under Special Student registration at the University of Toronto.

Documentation submitted to the Office of Graduate Studies cannot be returned to the applicant.

Please note that University of Toronto degree students (including OISE degree students) have priority in enrolment in courses at OISE.

DEFINITION OF FULL-TIME ATTENDANCE

Students in full-time attendance must limit their total employment to an average of ten hours a week per term and must be geographically able to visit the campus regularly. A student may be in full-time attendance, by personal choice, without being in required residence. Required residence, on the other hand, implies full-time attendance (see page 15).

PART-TIME STUDY/AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1990/91 Regular Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Normally, fully employed part-time students interested in after-hours classes may pursue one of the following patterns of study: *(a)* one half-course in each of the two terms; *(b)* two half-courses that run for the full year; *(c)* one full course that runs for the full year; or *(d)* where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. With faculty advisor's approval, some students may take more than two half-courses in the Regular Session but not more than two half-courses in any one term. Students should give careful consideration to the demands of their employment when discussing with their faculty advisor the number of courses they can realistically carry. A heavy employment load will not be an acceptable reason for an instructor to assign a non-grade report of SDF (standing deferred) unless there are totally unanticipated circumstances.

STUDY IN SUMMER SESSION

While *April 13* is the last date for students continuing in the same degree program to submit applications for pre-enrolment in the Summer Session, students would be well advised to pre-enrol before that date since enrolment in most classes is limited. On this account, *March 1* to *April 13* has been established as a period for pre-enrolment for the Summer Session.

February 1 is the deadline for new applicants who plan to begin their program in either summer or fall. While applications will be received after this date, no guarantee of admission can be made.

Students may enrol for not more than two half-courses in any one Summer Session. Since this constitutes a full-time course load, a student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week may undertake one half-course if the class hours can be accommodated along with the working hours.

See Academic Calendar for appropriate grade deadlines and mailing dates.

OFF-CAMPUS COURSES

OISE offers off-campus sections of some courses in a variety of Ontario locations (for example, Kitchener, Peterborough, Hamilton, Cochrane, Dryden, Sault Ste. Marie).

Students applying for off-campus studies should be aware that although OISE endeavors to offer as many off-campus courses as possible, a commitment to offer courses in any one site each year is not always possible. Therefore, it is important for off-campus applicants to understand that they may be obliged to come on campus for more than the two obligatory on-campus courses noted below.

Some off-campus courses are offered in the distance education mode. Students will be expected to attend at least two face-to-face workshops with their instructor (one at the beginning and one at the end of the course) at a designated site. Sites in Northern Ontario will be wherever there is a Contact North/Contact Nord office; other sites may be arranged as needed. In between these workshops, students work in local sites and communicate with their instructor in scheduled telephone-based classes, or in asynchronous computer-based seminars. OISE supplies expertise and audio equipment, but with classes needing computers students must supply their own computer or have regular access to one. Where appropriate, students in different geographic areas may be linked via an audio-conference bridge to enhance class interactions.

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections of this Bulletin.

On-Campus Requirements

All part-time off-campus M.Ed. degree students are required to complete at least two half-courses on campus in Toronto. Part-time M.A. students must take a minimum of one-half of the course requirements on campus. Part-time Ed.D. students are required to take at least four half-courses on campus.

Admission Procedures

New part-time degree applicants and part-time Special Students should contact their local OISE Field Centre (see page 17) for application forms. In areas of the province not served directly by a field centre, contact should be made with the Office of Graduate Studies at OISE. Admission procedures are the same for all students and are outlined on pages 11 to 13. Applications for new students should be submitted by February 1.

Continuing part-time off-campus degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

Registration

Part-time off-campus students *who have already been admitted* to a degree program register by mail. A fees form will be mailed to the student when all admission conditions have been met. Please refer to registration materials that are mailed to the student each year for appropriate dates and procedures. *M.A. students please note* that registration takes place through the School of Graduate Studies at the University of Toronto and the Office of Graduate Studies, OISE. See registration materials for appropriate dates and procedures.

In the off-campus program, there is a risk that a course may be cancelled if there is no evidence of adequate enrolment.

Note: Off-campus students taking courses in Toronto must register in the Office of Graduate Studies on the night of their first class in the Regular Session and during the registration period in the Summer Session.

Off-Campus Library Services
The R. W. B. Jackson Library makes available, either directly or through the local field centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through interlibrary loan.

DEFINITION OF RESIDENCE

All doctoral and some master's programs require a specified period of residence, the purpose of which is to encourage students to gain insight and intellectual stimulation from the university environment. To fulfil the residence requirement a student must be in full-time attendance for the time specified as the period of residence, and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. (See item *(e)*, page 31, under Master of Arts, program of study, for master's programs requiring residence.) Residence requirements can be fulfilled only through two consecutive terms of the regular academic session (i.e., the first term – September through December – followed by the second term – January through April – in the same session, or the second term in one session followed by the first term in the next session). Summer Session cannot count for residence credit.

Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar).

MATERNITY LEAVE FOR GRADUATE DEGREE CANDIDATES

OISE students may apply to the Office of Graduate Studies, OISE, for a one- to three-term maternity leave, during their program of study. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Where possible, the start and finish of the leave should coincide with the start and end of a term.

LEAVE FOR EXCEPTIONAL HEALTH OR PERSONAL REASONS

OISE students may apply to the Office of Graduate Studies, OISE, for a one- to three-term leave during their program of study. While on leave, students will not be registered, nor will they be required to pay fees. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other graduate student awards, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request by the student, be extended by the duration of the leave taken. Normally, the start and finish of the leave would coincide with the beginning and end of a term. Ultimate approval rests with the University of Toronto School of Graduate Studies, and only in the most exceptional set of circumstances will a leave be granted.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, there exists a formal appeal procedure within OISE for registered students.

The student appeals process consists of four levels: The first level involves dialogue with the immediate source of the disagreement (typically within the department). If the appellant is not satisfied, a formal appeal can be made to the appropriate department or unit. If the appellant is still not satisfied, a formal appeal can be made to the Degrees and Appeals Subcommittee of the Graduate Studies Committee (GSC) through the Executive Head of Graduate Studies, OISE. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies within six months of the decision being appealed and having been communicated in writing to the appellant. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Board of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the Office of Graduate Studies, OISE (ext. 2650), or from a department chairperson. See also the School of Graduate Studies Calendar 1989/90. At any stage, students have the right to appeal to the Office of the University of Toronto Ombudsman, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone 978-4874).

POLICY ON ACADEMIC SANCTIONS FOR STUDENTS WHO HAVE OUTSTANDING UNIVERSITY OBLIGATIONS

Statements of results or official transcripts of record, or both, will not be issued if students have not paid, in full, university fees, housing dues, library fines, bookstore debts, or health service charges.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates and Special Students obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). At the time of printing of this Bulletin, the charge for a transcript is $5.50, plus $2.75 for each additional copy ordered at the same time. (These charges are subject to change.) At least two weeks should be allowed for processing.

Transcripts cannot be issued for students whose fees are in arrears.

Regular Session grades are not issued until mid-February for first term courses and mid-June for full year and second term courses; grades for Summer Session courses are not issued until toward the end of October.

FIELD SERVICES

FIELD DEVELOPMENT

The purpose of OISE's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE's Office of Field Services and Research administers seven regional field centres, and in cooperation with the Faculty of Education at the University of Western Ontario operates the OISE/UWO Educational Leadership Centre. The Centre for Principal Development, housed in the Department of Educational Administration, has also field development responsibilities. Two of the centres (Ottawa and Sudbury) provide services for francophone clients.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. However, OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by helping with the development of off-campus courses, and to research and development through local research projects.

The activities of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff – generally not more than two or three people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are: design of learning activity packages; complex intellectual skills training; continuing education evaluation; longitudinal evaluation of student achievement; K–6 environmental studies; curriculum implementation through the use of a coaching model; developing curriculum resource documents; writing assessment; and implementation of programs with emphasis on the role of the principal.

FIELD CENTRE LOCATIONS

The following is a list of the seven field centres throughout Ontario and the Educational Leadership and Principal Development centres. All centres are engaged in research and development activities. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Centre for Principal Development
OISE
252 Bloor Street West
Room 7-234
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 2622

The major focus of the Centre for Principal Development is planned educational change and the principal's role in school improvement. The main functions of the Centre are research on different aspects of its major focus, the design of pre-service and in-service programs, and field work and consultation based on the Centre's research program.

Midnorthern Centre (705-674-8442)
Centre du Moyen-Nord (705-674-5740)
École Publique Jeanne Sauvé
296 Van Horne Street
Sudbury, Ontario P3B 1H9
FAX: 705-671-1582

Curriculum, Sociology in Education

The Midnorthern and Northeastern Centres are currently acting as a combined unit with one Head. Problems in policy and practice are approached from an interdisciplinary perspective that includes sociological and psychological analysis, and the use of formal curriculum design, policy development, and implementation procedures. Current areas of interest are: French Immersion; minority concerns; early childhood curricula; programs for gifted students; and innovative teaching for complex knowledge and skill objectives. Where demand exists, Centre staff teach off-campus courses in their areas of specialization.

With the appointment of a senior Franco-Ontarian academic staff member in September 1987, le Centre du Moyen-Nord now offers services to French-speaking educators in the combined region. These include graduate education courses conducted in French, student assessment, and communicative approach implementation. To better realize its commitment to Franco-Ontarian education the Institute intends, as soon as resources permit, to reorganize the Midnorthern/Northeastern Centres into separate French- and English-speaking Centres.

Midwestern Centre
Margaret Avenue Senior School
325 Louisa Street
Kitchener, Ontario N2H 5N1
Telephone: 519-579-0780
FAX: 519-579-8370
Educational Administration, Applied Psychology, Sociology in Education

The work of the Midwestern Centre focusses on the various aspects of the CRDI cycle (curriculum review, development, and implementation) and in designing professional development strategies to enhance practitioners' curriculum process skills. The Centre works collaboratively to design and deliver professional development programs congruent with the needs of the client. Centre faculty are also involved in teaching general curriculum off-campus courses.

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558
Curriculum, Educational Administration

The Niagara Centre's work is primarily in four areas: the holistic curriculum, staff development, CRDI (curriculum review, development, and implementation), and guidance and counselling. The Centre attempts to work collaboratively with the boards of education and educational agencies in addressing these areas as well as other areas identified by the boards and agencies. The Centre is involved in both off-campus and on-campus teaching. Centre faculty teach courses in the holistic curriculum and courses related to CRDI.

Northeastern Centre
King George Public School
550 Harvey Street
North Bay, Ontario P1B 4H3
Telephone: 705-472-6611
FAX: 705-476-7350
Adult Education, Curriculum, Educational Administration (See Midnorthern Centre)

Northwestern Centre
Heath Park School
1115 Yonge Street
Thunder Bay, Ontario P7E 2T6
Telephone: 807-475-8110
FAX: 807-475-8149
(No course offerings at this time)

The Northwestern Centre focusses its work on the general areas of the Curriculum Cycle (development, implementation, evaluation) and professional development. The present emphasis within this focus is the identification of skills required by principals and department heads in the performance of their roles as curriculum leaders. Centre faculty work with boards of education to design strategies to help people in these roles acquire the necessary curriculum leadership skills. The use of coaching as an implementation and professional development strategy is an additional focus for much of this work.

Ottawa Valley Centre
60 Tiverton Drive
Nepean, Ontario K2E 6L8
Telephone: 613-224-0561
(No course offerings at this time)

The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. A major activity of the Centre has been and remains development of strategies and resources for student assessment, for example through OAIP, development of the writing folder and alternative assessment strategies in English, and advice on policy and practices in assessment for school systems both within the region and outside. The Centre staff includes a Franco-Ontarian academic, and the Centre offers services to French-speaking educators in the region.

The Centre actively cooperates with the Regional Office of the Ministry of Education in curriculum development and implementation and regional task forces. Other areas of special interest to Centre faculty are resource development in sentence combining in English, Anglais, and Français, values education, and student assessment.

Trent Valley Centre
Box 719
150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827
Curriculum, Educational Administration

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' complex intellectual skills, professional development programs for teachers, consultants, and principals, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs, mainly in Curriculum and Educational Administration, with a special interest in programs designed in collaboration with school systems to improve school practice.

OISE/UWO Educational Leadership Centre
1137 Western Road
London, Ontario N6G 1G7
Telephone: 519-661-2091
(No course offerings at this time)

It is recognized that the quality of education is directly related to the quality of the leadership provided in a school system. The key leadership role is that found in the principalship. A major purpose of the OISE/UWO Educational Leadership Centre is to provide a base from which educational leaders in this province can pursue studies of their role, their effectiveness, and their leadership skills. The focus of the Centre is on the identification and training of aspiring principals and the development of practising principals.

The program of the Centre is multifaceted. It includes the following resources: (1) continuing education; (2) research and development; (3) an assessment centre; (4) field services; and (5) a visiting educators program.

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function – to foster improvement in Ontario education and to complement the academic programs of departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program. Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in education in the world, consisting of a multitude of projects of varying size and content. Findings of completed studies are often published by the Institute or by the sponsoring agency, or appear in journals produced by the Institute (*Interchange, Curriculum Inquiry, Orbit*) or in other publications. OISE Research Reports can be found in the R. W. B. Jackson Library.

The Office of Field Services and Research has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: *(a)* the internal review of project proposals; *(b)* negotiation of contracts and grants, and administration of externally funded projects; *(c)* provision of information services, consultation related to external funding, and assistance with project design; and *(d)* administration responsibility for the six internal research and development centres listed below.

Students may participate, where appropriate, in both internally and externally funded projects.

INTERNAL R & D CENTRES

The departments listed after each of the following centres are currently offering graduate studies programs that are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the centre in OISE.

Modern Language Centre
Head: Merrill Swain
10th floor, OISE (Curriculum)
The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum and materials development, second-language teaching and learning, heritage language issues, and the preparation of teacher in-service units. The Centre houses a resource library for second-language pedagogy, with dissemination and consultation services on language teaching and related research. It also houses the National Heritage Language Resource Unit.

Comparative, International, and Development Education Centre
Head: Joseph P. Farrell
7th floor, OISE (Adult Education)
The mandate of this Centre is to coordinate, consolidate, and expand OISE's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE staff and students engage in a significant amount of international and comparative work in their own specialities (over a third of OISE faculty have had significant international experience) and the amount of such work is increasing. Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE staff and students and make it available to all members of the Institute's community and the Ontario education community generally. The Centre was formally established in September 1989, and will be developing its program over the next few years. For further information regarding the already existing graduate studies opportunities in this area within OISE, see the "Interdisciplinary Focuses" section for Comparative, International, and Development Education and the specialization with the same title listed in the Department of Adult Education.

Centre for Franco-Ontarian Studies
Head: Monica Heller
6th floor, OISE (Curriculum, Sociology in Education)
The CFOS conducts research relating to the specific needs of the French-speaking students and educators of Ontario. Current projects focus on description of French and English used in the Franco-Ontarian minority setting, on innovative language and cultural enrichment activities (Français-Anglais) across the curriculum, on instructional strategies in French-language classrooms, on the development of BIMO (OAIP) instruments for Français, and on ethnographic studies of the role of schools in the maintenance of French language and culture. In addition, the CFOS provides direct services to schools and boards, publishes an information bulletin (*info créfo*), houses a resource centre, and is also engaged in developing OISE's French-language graduate services.

Centre de recherches en éducation franco-ontarienne
Directrice : Monica Heller
6e étage, IEPO (Départements de curriculum et de sociologie en éducation)
Le CREFO effectue des recherches qui répondent tant aux besoins particuliers des étudiantes et étudiants qu'à ceux des

enseignantes et enseignants francophones de l'Ontario. Les recherches en cours traitent du français en milieu minoritaire franco-ontarien ; de méthodes innovatrices de l'enseignement de la langue au moyen d'activités relatives à toutes les matières et enrichissantes du point de vue culturel ; du développement d'instruments BIMO pour l'évaluation du français ; et de l'impact du mariage sur la femme francophone. De plus, le CREFO offre des services aux écoles et aux conseils scolaires et un bulletin d'information, *info créfo* ; son Centre de documentation offre un éventail de ressources d'intérêt en éducation franco-ontarienne. En outre, le CREFO s'est engagé à mettre sur pied, au nom de l'Institut, des services en français dans le domaine des études supérieures.

Centre for Applied Cognitive Science
Head: Marlene Scardamalia
9th floor, OISE (Applied Psychology, Curriculum, MECA, Special Education)
Through a number of research and development projects the CACS explores cognitive processing in a variety of content domains and is characterized by attempts to integrate contributions from a number of fields, including psychology, linguistics, philosophy, computer science, and educational and clinical practice. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology. The Centre holds a seminar series and produces a monthly newsletter for researchers and practising educators. There is a focus in graduate studies available in applied cognitive science (see section "Interdisciplinary Focuses in Graduate Studies").

Centre for Women's Studies in Education
Head: Ruth R. Pierson
8th floor, OISE (Administration), and 6th floor (Resources Centre)
The Centre conducts, promotes, and distributes research in women's studies. Projects currently participating in this work are: the Women's Educational Resources Centre (on the 6th floor); the periodical *Resources for Feminist Research/Documentation sur la recherche féministe*; the Canadian Women's Indexing Group; Women and Unemployment Insurance Policy; Women's History for Ontario School Education; Immigrant Women in Canada; Documenting Canadian Women's Issues from 1967 to the Present. Students may participate in all projects as graduate assistants or as volunteers. CWSE also welcomes visiting scholars who are working in women's studies and consults with educators outside the Institute in this and related areas. Speaker series, including the popular Feminism Lecture Series, feature speakers from inside and outside the Institute, and lunchbag seminars feature OISE students' and researchers' work in progress. The Centre Newsletter and Communiqué provide information about activities of interest within and outside the Institute. For further information regarding graduate studies in the area, see the "Interdisciplinary Focuses" section for Women's Studies in Education in this Bulletin and the Department of Sociology in Education section under Focus on Feminist Studies and Gender Relations.

Centre for Executive Studies
Head: Donald Musella
7th floor, OISE (Educational Administration)
The primary objective of the Centre is to conduct research and development and professional development activities. One of the major projects currently under way, Understanding School System Administration, focusses on the role of the chief executive officer of school systems in Ontario.

Student Services and Facilities

THE R. W. B. JACKSON LIBRARY

The Institute Library houses a collection of 726 000 items specializing in education, with growing strength in related social sciences and humanities. Included are extensive reference materials and some 3696 serial titles. There are complete microfiche holdings of the ERIC and ONTERIS document series.

Reference staff are prepared to acquaint students with broad aspects of service, and to advise them regarding sources of information for particular projects, including new information sources and new on-line information services. Students should plan to devote some time to becoming aware of the range and potential of these for their work.

Interlibrary loan service provides access to library materials not held in central Toronto locations.

The Curriculum Resources Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. The Microcomputer Service provides a room for the use of microcomputers, and educational and other software as an extension of curricular materials. Individual and class consultation is provided to users of the CR materials.

The Audiovisual Library has a varied and extensive collection of films, filmstrips, and audio- and videotapes, which are used in courses and seminars. Films may be booked for preview as well as for class use.

ELOISE, the Library's online public access catalogue, is now available.

Some holdings do not appear in either the main card or online catalogues. For example, the collection of Ontario textbooks of the nineteenth and twentieth centuries is listed in a microfiche catalogue. There is a list of holdings for the Paulo Freire Resource Collection and for the J. Roby Kidd Collection.

Individual carrels on the mezzanine floor are reserved for use of OISE students, who should apply for them at the Circulation Desk. Open carrels on the first and second floors are available to all Library users. In-library copying is provided with coin-operated photocopiers and microfilm/fiche reader-printers. Copy cards are also available for photocopiers.

Guides to general and special services and parts of the collection are issued and updated periodically. A fifteen-minute videotape introducing the R. W. B. Jackson Library collection and services is available on the second floor. Special orientation for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources and services of the University of Toronto Library are also available to graduate students registered in Education. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Students wishing to use campus holdings should check hours of service and access/borrowing policies at the Reference Desk in the OISE Library.

The OISE Library has access to FELIX, the University of Toronto Library's online public access catalogue, and to a microfiche catalogue of most of the holdings of the University of Toronto Library system.

INSTRUCTIONAL RESOURCES DEVELOPMENT UNIT

OISE's Instructional Resources Development Unit offers a wide range of services and consultation to the OISE community.

Consultation services include the design and production of multimedia resource-based materials for on-campus and off-campus and distance mode classes; audio conferencing for courses, seminars, and meetings; and advice on teaching strategies and the effective use of audio/visual materials and equipment. Technical services include audio/videotape duplication and production; audio conferences; graphics and text design and production for print manuals, kits, overhead transparencies, slides, etc.; photography; equipment loan; and a screening room for viewing of audio/visual programs.

For more information regarding procedures and rates, contact IRDU staff on the fourth floor, north end.

COMPUTING SERVICES

A wide range of facilities is available to staff and students to meet their needs for learning about computers and for carrying out computing work.

The most important applications of the academic computing resources are:

—Academic word processing for reports, papers, theses, etc., and publication production, graphics, and design;

—Academic communication within the Institute and around the province and the world;

—Statistical analysis of research data, experimentation with statistical methods, and analysis of textual and qualitative data;

—Learning about and experimenting with educational applications of computers, for schools, for OISE, for adults.

The OISE computer systems are linked to the NETNORTH network of Canadian university computer centres and to BITNET, which has nodes around the world.

The Computing Services Group operates OISE's central academic computing resource. This includes a VAX 8350 computer running the VMS operating system and used primarily as a computer communications hub for electronic mail and computer conferencing, for storage of research data and access to statistical programs (SPSS, SAS, LISREL, etc.), for storage of large documents in progress, such as books and theses, and for access to text formatting programs (SCRIBE) and high-speed laser printers. The statistical programming and text formatting are actually carried out on associated VAX-2000 and SUN-160 workstations.

More than eighty interactive terminals are located throughout the Institute, and microcomputers (mostly IBM clones and Apple Macintoshes) are located in each department and in a microcomputer classroom; these can be used as terminals or for independent data and text processing. A graphics production laboratory provides Macintosh equipment for specialized graphics and publication work.

For purposes of instruction, demonstration, and research in computer applications in education, microcomputer facilities are available in various academic departments and in three special areas: (1) a software development assistance centre, SDAC, providing access to Ministry of Education grant-eligible microcomputers, including the Ontario designed and built ICON, (2) an instructional and courseware demonstration area located in the Library and equipped with Apples and other microcomputers and a large software collection, and (3) an advanced computing laboratory, with Sun Unix workstations and Xerox artificial intelligence workstations, operated in cooperation with the Centre for Applied Cognitive Science.

Short non-credit courses in the elements of computing, online communication, programming, text editing and text formatting, and microcomputers are offered.

The Ontario Educational Data Archive provides a bank of small data sets used in instruction as well as some major data sets that are available for secondary analyses.

Custom programming, preparation, and analysis of research data are available on a chargeback basis.

OISE PRESS – GUIDANCE CENTRE

OISE Press publishes a range of books, kits, and journals for the educational community in Ontario and across Canada; and the recently acquired Guidance Centre, as well as publishing numerous guidance and career materials of its own, is Canadian distributor for Teachers College Press publications and also distributes test materials for several U.S. publishers.

Within the Institute, OISE Press provides production, editing, design, typesetting, and label services on a chargeback basis.

THE CAREER CENTRE

The Career Centre of the University of Toronto at the Koffler Student Services Centre, 214 College Street, provides career planning and employment-related services to students and recent graduates on an individual or group basis. Appointments with a career counsellor can be made by calling the Centre at 978-8010. Career planning courses and seminars to assist students in the job-hunt process are offered on a regular basis. Graduate students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students who are completing graduate degrees and are seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier kept on file at the Centre.

LIVING ACCOMMODATION

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates.

Approximately two-thirds of the University's full-time students live at home in Toronto, and the balance are divided equally between those who arrange off-campus accommodation with the assistance of the Housing Service and those who live in a University residence.

Information concerning rooms and occasionally flats in private homes near the University and apartments/rooms/housing in the city may be obtained from the University Housing Service Office, University of Toronto, Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5S 1A1 (telephone 416-978-8045). While off-campus housing of this nature is not subject to University regulation, every effort is made to have information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

The following residences are all on or adjacent to the University campus. Applications should be directed to the appropriate offices listed below. All telephone numbers are in the 416 area code.

Married Students Apts.
30 & 35 Charles St. W.
(Ms Ellen Giles
University Housing Service
Koffler Student Services Centre
214 College St., Toronto, Ontario
M5S 1A1; tel. 978-8049)

These apartment complexes are primarily for full-time students and their dependent children.

St. George Graduate Student Residence
(Warden)
321 Bloor St. W., Toronto, Ontario
M5S 1S5 (tel. 978-4885)

This graduate student residence accommodates approximately 275 single men and women graduate and post-baccalaureate students. The residence is located on the southeast corner of Bloor and St. George streets and provides facilities in between those of a conventional residence and an apartment building.

Campus Co-operative Residence, Inc.
395 Huron St., Toronto, Ontario
M5S 2G5 (tel. 979-2161)

A non-profit, student-owned and -operated organization providing affordable housing and meals to full-time students (undergraduate and graduate) in twenty-nine houses near the University.

Tartu College
310 Bloor St. W., Toronto, Ontario
M5S 1W4 (tel. 925-9405)

A private student residence that offers accommodation to single male and female graduate and professional-faculty students.

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4732 for information on recreation activities and fitness testing. For locker information telephone 978-4747.

Each aspect of life in Hart House is governed by committees composed of students, who hold the majority of seats, and alumni and faculty. Committee members make all decisions pertaining to their areas of interest and are responsible for carrying out their activities. All students are entitled to stand for election and to vote during spring elections.

Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

HEALTH SERVICES

Clinical, psychiatric, and sports injury services are available at the Medical Clinic, Koffler Student Services Centre, 214 College Street (2nd floor, enter by St. George) (978-8030), the Psychiatric Division (978-8070), and the David L. MacIntosh Sport Medicine Clinic in the Warren Stevens Building (978-4678).

The Medical Clinic and Psychiatric Division are open between 9:00 a.m. and 5:00 p.m. Monday through Friday year round. The MacIntosh Clinic is open from 5:00 to 7:00 p.m. Monday through Friday during the academic term. Medical advice is available outside Health Service hours (nights, weekends, and holidays) by calling 978-8030; your name and telephone number will be relayed to a physician on call.

Students from outside Canada are advised to go to the nearest Ontario Health Insurance Plan (OHIP) office as soon as they arrive in the province to determine their eligibility for OHIP coverage. Application forms are available at the Health Service. The applicant should attach a copy of his/her student authorization to the application form.

Out-of-province students, if they are not covered by their own provincial plan, should also register with OHIP as soon as possible.

Uninsured persons are responsible for the cost of medical care.

DAYCARE

Kidspace Inc. Day Care is a non-profit centre that provides daycare for staff, students, and faculty at OISE. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department.

Kidspace is located on the ground floor of OISE, opposite the auditorium. For more information, drop in or telephone 926-4702.

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics that will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Comparative, International, and Development Education focus, a number of courses are offered that deal specifically with education in non-Canadian societies.

The University of Toronto International Student Centre, at 33 St. George Street, offers services and facilities to international students. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to Gaye Fuller in the Office of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE is the official student government at the Institute.

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The Association promotes and coordinates activities of students in the various departments and decision-making bodies of the Institute. The GSA initiates and sponsors cultural and social events of interest to OISE students.

The GSA is an affiliate body of the Graduate Students' Union of the University of Toronto.

OISE students have full access to student services and facilities provided by the University of Toronto. Services include the Athletic Centre, Legal Aid, and Ombudsman as well as Hart House, the Career Centre, Health Services, and the International Student Centre described above. The GSA Office is located on the 10th floor, Suite 200. The executive keeps office hours Monday to Thursday – telephone 923-6641, ext. 2728. Please check notice on office door for precise hours. Visitors are encouraged to leave a message in order to set up an appointment.

INTERNATIONAL STUDENTS' ASSOCIATION (ISA)

The ISA is an affiliate body of the GSA. It looks into the specific needs of the international students. The ISA is represented on the GSA General Council. Please feel free to drop by at the Association's office, 10th floor, Suite 200.

General Requirements for Degrees

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an outline of the general requirements for the various graduate degree programs as they apply in the Graduate Department of Education. While the general requirements for each degree program are in this section, it should be noted that individual OISE departments within the Graduate Department of Education may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Graduate Department of Education considers necessary. Further, the Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission within the Graduate Department of Education at the University of Toronto. The University reserves the right to determine whether or not credentials of degree-granting institutions in Ontario meet the standards for admission to University of Toronto programs.

The equivalence of foreign degrees is determined by consideration of the total length of program of study (primary through university) as well as the quality and content of postsecondary study and its relevance to the proposed area of graduate study.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the undergraduate degree for admission to the School of Graduate Studies as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented and presented as part of the application.

Note: There are two master's programs, each with its distinct design and orientation. M.A. candidacy and M.Ed. candidacy are *not* interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with mid-B standing or better in the final year and

deemed acceptable to the Graduate Department of Education. (Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also.

Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required either within the degree program or prior to admission. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of academic ability and intellectual achievement and contributions to the field of education. Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with reference letters, must be part of the application.

(b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

(c) At least one year of relevant successful professional experience.

(d) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

At the time of application each applicant must specify the intended OISE department of specialization and the Option (see section *(a)* below). All three options are not offered in any one OISE department (see the OISE department of specialization for details of available options).

Upon admission the student will select one of the three possible options (see section *(a)* below) and be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor.

While a student may change the home department en route to the degree, such change may result in a lengthened program.

M.Ed. degree students who commenced their program prior to July 1, 1986, should follow the degree requirements outlined in the OISE Bulletin 1985/86.

The general requirements for the M.Ed. degree, for students commencing their program after July 1, 1986, are as follows:

(a) Three different options are available to students wishing to obtain an M.Ed. degree, although not all three are available in each department.

Option I. Coursework only option – ten half-courses plus a comprehensive examination/requirement;

Option II. Research Project option – eight half-courses plus a research project or a major research paper;

Option III. Thesis option – six half-courses plus a thesis.

Departmental specialization within the M.Ed. degree program requires a minimum of half the courses to be taken in the home department unless otherwise stated in the departmental section of this Bulletin. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the half-courses.

(b) Full-time study, though desirable, is not required (except in one of the Counselling programs within Applied Psychology, see page 84). Option I, the Coursework only option, if pursued on a full-time basis, cannot be completed in less than two Sum-

mer Sessions and the intervening Regular Session. Option II, the Research Project option, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. Option III, the Thesis option, if pursued on a full-time basis, cannot be completed in less than one Regular Session. Fully employed part-time students should refer to the note on courseload limits (pages 13, 14).

(c) If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will terminate.

(d) Applicants who have credit for graduate courses in education beyond that which is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another completed graduate degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be taken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here.

(e) Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

(f) Application to Graduate. Candidates who commenced their degree program after July 1, 1986, must complete an Application to Graduate card obtained from the Office of Graduate Studies, OISE. Those completing their program (including the comprehensive or the research requirement) in the session indicated below must return the card to the Office of Graduate Studies by the date shown:

Summer Session completion – July 15

Regular Session Fall completion – October 15

Regular Session Spring completion – Feburary 15

Candidates completing their degree program in the summer will receive their diploma at the November convocation ceremony. Candidates completing in the fall will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June. Candidates completing in the spring will receive their diploma at the June convocation ceremony; *please note* that the completion of all degree requirements must be communicated to the Graduate Studies Office by April 20.

(g) A candidate in the M.Ed. program prior to July 1, 1986, who has completed the attendance requirements for the final course in the program but has not completed the course requirements within the same university calendar year must re-register and pay the required post-program fee.

(h) A candidate commencing the M.Ed. program after July 1, 1986, who has completed all the course components for the degree but has not completed the other requirements must register and pay the required post-program fee each year until all such requirements are met.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE departments. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name an OISE department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program in terms of the options offered in the home department. All courses taken in a degree program must be approved by the faculty advisor.

To provide some measure of concentration, if not specialization, three half-courses ordinarily will be drawn from the home department. Students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses in Graduate Studies.")

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is a two-year program after a four-year undergraduate degree in psychology), History and Philosophy of Education, and Sociology in Education are one-year programs after a four-year undergraduate degree in the same area of specialization.

M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally two-year programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, an applicant with a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the departments of Measurement, Evaluation and Computer Applications (MECA) and Special Education applicants with certain four-year undergraduate backgrounds such as computer science or psychology may be considered for one-year programs.

ADMISSION REQUIREMENTS

The requirements for admission to a one-year M.A. program are:

(a) Ordinarily a four-year undergraduate degree in the same cognate area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year. (Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of intellectual ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission. In their absence, some additional coursework in education, or other orientation to professional education, may be required.

(b) Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields. Additional study in the cognate discipline beyond the three-year undergraduate degree may be considered for possible reduction in the program length.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

(c) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While in some OISE departments additional requirements have been established, the general requirements for the M.A. in the Graduate Department of Education are as follows:

(a) At least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the six half-courses.

(b) Students admitted to an extended M.A. program (one and one-half years) on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, if pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(c) Students enrolled in two-year M.A. programs on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(d) A thesis. All M.A. candidates must have their thesis committees officially formed no later than:

—for those who have completed their required residence or a year of full-time "in program" study, April 1 of the year following;

—for those who have undertaken their program on a part-time basis, at the completion of two-thirds of their M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis and ethical review procedures.

(e) In some departments it is possible to pursue an M.A. program on a part-time basis. Should this be the case, a minimum of one-half of the course program should be undertaken on campus in Toronto. One academic year of full-time resident study is required in the departments of Applied Psychology (two years in School Psychology), Curriculum, Higher Education, and Measurement, Evaluation, and Computer Applications. Where residence is required it may be possible in some departments for courses to be taken on a part-time basis, but the residence requirement must be fulfilled at some point within the time limit of the degree.

(f) Candidates admitted *after July 1, 1986,* to the one-year M.A. degree program (six or eight half-courses and a thesis) must complete satisfactorily all requirements within five years of the date of first enrolment in the degree program. All requirements for the extended M.A. degree program (ten or twelve half-courses and a thesis) must be completed satisfactorily within six years of the date of first enrolment in the degree program.

Candidates who began an extended M.A. degree program *prior to July 1, 1986,* follow the previous rules: that is, the five-year candidacy calculation begins on the date of registration in the session in which the first of the last six half-courses was taken.

(g) Applicants who have credit for graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Such course credit, if granted, will not reduce the total program fee.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Education, or equivalent, with high standing, in the field of specialization proposed at the doctoral level. (Further documentation may be required to establish equivalence.)

(b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(c) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(d) Ordinarily, one year of professional preparation for education.

(e) Successful professional experience in education, or in a relevant field.

(f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for Theses, QRP's and Orals.*

(g) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

(h) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While additional requirements have been established in some OISE departments, the general requirements for the Ed.D. in the Graduate Department of Education are as follows:

(a) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the first term – September through December – followed by the second term – January through April – in the same session, or the second term in one session followed by the first term in the next session).

(b) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree in the same area of specialization, or the equivalent. Upon the recommendation of the home department, candidates commencing the degree program on a full-time basis could add any prerequisite

courses to their program. Otherwise, prerequisite courses must be undertaken as a Special Student in the Graduate Department of Education. Graduate courses taken under other auspices *before* Ed.D. candidacy cannot be credited toward the Ed.D. program.

Typically, the Regular Session full-time course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence and, where required, to take the comprehensive examination. The remaining courses may be taken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

Please note that a minimum of four half-courses are required to be taken on campus in Toronto. An eight half-course Ed.D. program should include at least four half-courses with specialization in the home department except as otherwise stated in departmental program descriptions.

(c) Candidates commencing the Ed.D. program after July 1, 1986, in the departments of Applied Psychology (Counselling Psychology 2), Curriculum, Educational Administration, Higher Education, and Measurement, Evaluation, and Computer Applications (MECA) will be required to take a comprehensive examination during the program. Candidates commencing the Ed.D. program in the Department of Adult Education after July 1, 1987, will be required to take a comprehensive examination during the program. Consult the specific department for details.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. This thesis committee must be filed by April 1 of the year following the required residence. The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis and ethical review procedures.

(e) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Graduate Department of Education.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires two years of study beyond the University of Toronto M.A. degree, or equivalent, completed with high standing in the same field of specialization proposed at the doctoral level. However, in some cases admission to a three-year Ph.D. program may be approved for candidates who, although they hold a master's degree, are changing fields of specialization or require further preparatory work.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Education or equivalent, with high standing, for admission to the Ph.D. program in the same area of specialization.

If a candidate's acceptance into the two-year Ph.D. program is contingent upon the completion of a University of Toronto M.A. degree in Education, this condition must be satisfied by early October. A candidate may be permitted to complete that M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See Dual Registration Fee, page 37.) The intention of permitting dual registration is to allow the student who cannot convocate in the fall, because of only minor technicalities in the M.A. thesis, to commence the Ph.D. program (courses and residence) in September. Dual registration is not intended for candidates who have a major portion of their thesis to complete. Under no circumstances will a candidate be permitted to continue to hold dual registration beyond the middle of January.

(b) Holders of master's degrees other than the OISE M.A. in the same area of specialization as proposed at the doctoral level must submit further evidence of scholarly proficiency satisfactory to the Graduate Department of Education and to the admission committee in the OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals*.

(c) A holder of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis or a research project, the OISE department may require a Qualifying Research Paper (QRP), which must be completed before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals*.

(d) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must declare the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While additional requirements have been established in some OISE departments, the general requirements for the Ph.D. in the Graduate Department of Education are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Education or equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two years will be consecutive. A request to interrupt these two years after completion of one year would have to be made in writing, outlining the reasons for the request, to the Office of Graduate Studies, OISE. It should be noted that if the request is granted, the length of degree candidacy would not be increased. Such interruption is granted only under exceptional circumstances and for one year only. Please note that all course deadlines pertain to the rules of the year in which the student was last fully enrolled; being granted a leave does not relieve the student of responsibility for meeting the appropriate deadlines for courses previously undertaken.

(b) A study of a special subject, termed the major, to be undertaken mostly in the OISE home department. The number of courses in a Ph.D. degree program, as outlined in the student's letter of acceptance, is determined by the total university academic background and its relevance to the pro-

posed specialization. Normally a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level would be expected to undertake at least four half-courses in the home department. Typically when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus the additional courses should normally be taken within the OISE home department. The remaining courses can be taken in any graduate department of the university, provided they are approved by the faculty advisor.

(c) Two minor subjects: one comprises two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto; the other could be satisfied by credit from a relevant master's degree. At the time of outlining the course program, an umbrella title must be provided if a minor is composed of two half-courses from two different departments. While credit for one minor can be given for a relevant master's degree, such credit does not reduce the number of new courses required in the program. Such credit and placement in the program must have the approval of the student's faculty advisor.

(d) Comprehensive examinations. Candidates commencing the Ph.D. program after July 1, 1986, will be required to take a comprehensive examination during the program. Consult the home department for details.

(e) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis must constitute a significant contribution to the knowledge of the field of study. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 3. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Students must file their thesis committee by April 1 of their final year of required residence. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis and ethical review procedures.

(f) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(g) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(h) All requirements for the two-year Ph.D. program must be completed within six years of first enrolment. All requirements for a three-year Ph.D. program must be completed within seven years of first enrolment.

SPECIAL STUDENTS

Special Students ordinarily must have mid-B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(a) for academic content purposes, etc.,

(b) for predoctoral study if the master's degree was completed with B+ standing or better and the applicant has been conditionally accepted by the OISE department,

(c) for credit toward outside professional certificates,

(d) for credit purposes at another university.

Special Students cannot receive degree credit for courses taken under Special Student registration.

Fees and Financial Support

FEES

In order for students to be registered, all fees including incidental fees must be paid. Payment must be accompanied by a fees invoice. Payment may be made by either certified cheque or money order, in Canadian funds, payable to the University of Toronto and sent to the Fees Department, 215 Huron Street, Toronto, Ontario M5S 1A1. Payment may also be made at any branch of the banks specified on the fees invoice.

Fees are subject to change by the Governing Council of the University of Toronto.

PROGRAM FEE

There are minimum academic degree costs according to the length of program as defined in the letter of admission. These constitute what is known as the "program fee." Fees are assessed on this basis and charged sessionally (plus incidental fees) according to whether students are registered full-time or part-time.

Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

Where students have not paid the minimum program fee, additional fees will be charged at the time of graduation. If a student has paid more than the program fee, because of the time taken to complete the degree requirements, there will be no refund of fees.

At the time of publication of this Bulletin the fees schedule for 1990/91 is not available. Therefore, what follows is the outline of the current program fees for approximate planning purposes. It must be anticipated, however, that fees will increase. The 1990/91 Schedule of Fees will be published in May 1990.

Fees are formulated on the basis of the length of program to which the student has been accepted. For example, a one-year program would require a minimum of one full-year fee (i.e., the "1 year program fee"). In the 1989/90 academic year this fee was $1905 for Canadian citizens and permanent residents (Foreign Students, $8743).

The calculation of fees applicable to each program is as shown below.

In addition, students who have paid the required program fee and completed residence (where applicable) but have not completed other requirements for the degree must register annually and pay a fee known as the "post-program fee."

*M.Ed. Degree Candidates**

The minimum program fee is equivalent to a 1.5 year program fee assessed for the academic year in which the program is commenced (i.e., one and one-half times the full-time fee) including the preceding summer. Candidates who have completed the coursework but not the program requirements must re-register and pay the post-program fee. (See below.) Most students will normally *not* have paid the minimum program fee and will, therefore, be charged a balance degree fee at the time of graduation. The balance is calculated on the individual student's pattern of study.

The M.Ed. program in Applied Psychology with specialization in Counselling 2 has required residence, which necessitates the payment of full-time fees.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, a 1 year full program fee must be paid in the year in which the residence requirements are undertaken. Upon completion of the residence the student must re-register and pay the post-program fee each year. (See below.)

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* The fees outlined here do not apply to candidates who commenced the M.Ed. prior to July 1, 1986.

M.A. Degree Candidates
The minimum program fee for either a six or eight half-course program is equivalent to a 1 year program fee. The ten half-course minimum program fee is equivalent to a 1.5 year program fee. The twelve half-course minimum program fee is equivalent to a 2 year program fee. Moreover, M.A. candidates who have undertaken the course requirements and, where applicable, the residence requirements but have not completed the thesis must re-register and pay the post-program fee each year until all the degree requirements have been met. (See below.)

Ph.D. Degree Candidates
The minimum program fee is equivalent to a 1 year program fee for each year of required residence. Upon completion of the residence the student must re-register and pay the post-program fee each year. (See below.)

Special Students
Full-time Special Students (see page 13) pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1 year program fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1989/90 academic year the fee for a half-course was $285.75 (Foreign Students, $1311.50).

POST-PROGRAM (RE-REGISTRATION) FEE: M.ED., M.A., ED.D., AND PH.D. CANDIDATES

M.Ed., M.A., Ed.D., and Ph.D. candidates who have completed the required residence (where applicable), but who have not completed other requirements for the degree, must re-register each year. If they do not, the degree candidacy may lapse. In the 1989/90 academic year, the post-program fee was $762 (Foreign Students, $3497) plus any applicable incidental fees.

M.Ed. and M.A. candidates in programs not requiring residence who have completed the coursework designated for their program but have not completed all the requirements for the degree must pay the post-program fee in each subsequent year until the degree requirements have been completed.

DUAL REGISTRATION FEE FOR M.A. AND PH.D. CANDIDATES

A student who has been conditionally accepted into a two-year Ph.D. program in the same area of specialization but whose M.A. degree requirements in the Graduate Department of Education have not been completed by September 28 in time for Fall Convocation may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee and must re-register (but no fee is required) as an M.A. candidate. If the student is recommended for conferral of the M.A. degree before January 24, he or she will receive Ph.D. credit for the full session. If the requirements for the M.A. degree are not completed by January 24, the Ph.D. registration will be cancelled and the student will continue to be registered as an M.A. candidate only. No residence credit toward the Ph.D. will be permitted. However, credit may be retained toward the Ph.D. for courses completed during that year. The student will be charged only the M.A. post-program fee plus appropriate incidental fees for the year in question.

FOREIGN STUDENT FEES

In accordance with the recommendations of the Ontario government students who are not Canadian citizens or permanent residents will be charged the higher fee unless exempted on the basis of status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective foreign students will be required to have a student authorization, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for a twelve-month period is between $11 000 and $15 000 plus tuition fees. To determine living expenses for accompanying dependants, add approximately $6600 to $9000 for one dependant and add approximately $1200 for each additional dependant.)

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full University housing dues, library fines, bookstore debts, or health service charges. At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must submit an Application to Graduate card (see page 29).

SUMMER SESSION STUDENTS

In the 1989 Summer Session the fee was $285.75 (Foreign Students, $1311.50) plus incidental fees. Summer fees are not charged to degree candidates who were registered in the previous Regular Session either full-time for at least one term or part-time for both terms. However, students commencing a degree program in the summer will pay the Summer Session fee. These fees are in addition to the Regular Session fees charged in September.

LATE PAYMENT FEE

A late payment fee of $35 plus $5 for each day of delay to a maximum of $85 will be assessed against any student registered in the Regular Session whose fees are not received at the Fees Department by the dates to be announced in the registration material that will be sent to the student.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one term) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees may be paid at any time but is due by January 15 without further notice and is subject to a service charge.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge calculated from September 15 and first assessed on October 15. In the 1989/90 academic year the service charge was 1.5% per month, compounded.

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of Graduate Studies. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Regular Session. In the 1989/90 academic year the minimum charge was $50.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

STUDENT FINANCIAL SUPPORT

OISE GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, the Institute offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistants at OISE are represented by the Canadian Union of Educational Workers, Local 7 (located on the 10th floor, Suite 10-202, telephone 923-6641, ext. 2568). Applications will be considered on the basis of the applicant's ability to assist in research and field development activities. Departmental recruitment needs and seniority in the bargaining unit will also be considered. All new applicants to a full-time degree or diploma program are eligible to apply. Current students continuing in the same degree or diploma program should refer to the information on the application form regarding eligibility requirements. From September 1989 to April 1990 a Graduate Assistantship carried a maximum value of $8526 (excluding 4% vacation pay) and a minimum value of $5116 (excluding 4% vacation pay). The value of the Assistantship is determined each year. Please note that the majority of students receiving Assistantships are *not* funded at the maximum level.

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees*. Payment of fees is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For further information and application forms, write to:

Admissions
Office of Graduate Studies, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

Completed applications must be received in the Office of Graduate Studies before February 1, 1990.

OISE SCHOLARSHIPS

The OISE Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Those eligible to be considered for OISE Scholarships are: (1) new full-time applicants to a degree program; (2) part-time degree students who will be beginning their first year of required residence in the September or January next following the time of recommendation for scholarships; (3) full-time degree students who have begun but not completed, at the time of recommendation, their first term of full-time study. Scholarship holders must be registered as full-time students in one of the four degree programs in the Graduate Department of Education.

Scholarships for the 1989/90 academic year were offered in the amount of $8500 over a twelve-month period. It is anticipated that OISE Scholarships will have at least the same value in the 1990/91 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the length of required academic residence in the degree program.

Scholarship recipients cannot concurrently hold an OISE Graduate Assistantship or a major award with a value of $2000 or more per academic term.

It is important to note that an OISE Scholarship is for the specified amount. Payment of fees is the responsibility of the scholarship holder.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education established the Clifford C. Pitt Scholarship to provide a measure of recognition for the many contributions Dr. Pitt made as the Institute's second Director. The scholarship will be awarded annually to an Ed.D. student for the period of required residence. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. The value of the scholarship for the 1989/90 academic year was $9500. It is anticipated that the scholarship will have at least the same value in the 1990/91 academic year. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Institute established this scholarship to provide a measure of recognition for the many contributions Dr. Shapiro made as Director of the Institute. The scholarship will be awarded annually to a doctoral student for the period of required academic residence. Candidates will be nominated by each of the OISE departments within the Graduate Department of Education on the basis of academic merit and the potential for significant research and scholarly contribution to the field of study. The value of the scholarship for the 1989/90 academic year was $9500. It is anticipated that the scholarship will have at least the same value in the 1990/91 academic year. Payment of fees is the responsibility of the scholarship holder.

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honor of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time students of OISE with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. An individual may be considered for and awarded the fellowship for more than one academic year.

At the time of application, a candidate must be:

(a) a resident in Canada, preferably in Ontario, twenty-five years of age or over;

(b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE's admission policy;

(c) in full-time paid employment for at least two continuous years prior to enrolment at OISE; and

(d) in need of financial assistance.

Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to past contribution to the educational or related field must be submitted by this date along with an outline of the applicant's financial position.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar.

The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to past contribution to education must be submitted by this date along with an outline of the applicant's financial position.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honor of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2500-word essay on the thesis.

In keeping with OISE's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to the competitors. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation, including transcripts, teacher certification, reference letters, résumé, and an outline of the applicant's financial position must be submitted by this date. The thesis is available from both the OISE R.W.B. Jackson Library and the Robarts Library at the University of Toronto. The essay must be submitted to the Registrar in the Office of Graduate Studies by March 1.

LOUIS J. ZUKER, Q.C., AND PEARL H. ZUKER MEMORIAL FUND

This fund has been established by Judge Marvin A. Zuker in memory of his parents to help a visa student, registered on a full-time basis at OISE, with an emergency financial need. The sum of $800 will be awarded each academic year in January. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Nominations are limited to one per OISE department and must be accompanied with a brief description of the emergency need.

OISE/CIDA SCHOLARSHIPS FOR INTERNATIONAL STUDENTS

Applicants from Least Developed Countries (LDCs) are eligible for scholarships jointly funded by the Canadian International Development Agency (CIDA) and the Ontario Institute for Studies in Education. A total of six scholarships per year are available for eligible LDC applicants and include air fare, tuition, living allowance, books, etc., up to $13 000 per year. These scholarships are tenable for study at either the M.Ed., M.A., Ed.D., or Ph.D. level, and recipients will be required to complete their chosen program within specified time limits. LDC applicants are eligible for these scholarships if *(a)* graduate programs are not available in their desired area of study in their country, *(b)* their desired program of study is consonant with stated development objectives in their country, *(c)* their employment in the area of study is guaranteed, following completion of their studies at OISE, *(d)* their sponsoring institution agrees to continue their usual salary to support their family while they are at OISE, and *(e)* they meet established OISE/University of Toronto admission requirements.

Those applicants who believe they are eligible for these scholarships should request an OISE/CIDA LDC Scholarship Application at the same time as requesting an Application for Admission. The deadline for all documentation to be received in the Office of Graduate Studies, OISE, is February 1, 1990.

BURSARY ASSISTANCE

OISE Bursaries are available, on the basis of need, to full-time students who are registered in a degree program in the Graduate Department of Education and whose continuation in that program is in jeopardy for financial reasons. In extraordinary circumstances, part-time degree students who meet the need criteria for a bursary may be eligible for bursary assistance. Special Students are not eligible. The bursary is not considered to be a source of long-term funding for a student's program, but is intended to be a bridge for a temporary lack of funds. First-year students are normally not eligible for consideration until the second Regular Session term. Students with scholarship support or who are eligible for OSAP are normally not eligible for bursary funding. Application is through the OISE department.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $3400 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and permanent residents as of October 30, 1989. Preference is given to Ontario residents.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department.

(b) For prospective full-time students: Fellowship Section, Ministry of Colleges and Universities, P.O. Box 4500, Station P, Thunder Bay, Ontario P7B 6G9.

The deadline for submitting applications for the following academic year is mid-October.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $12 720 in 1989/90.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually early November for the following academic year, but it will be announced by the home department in the fall.

(b) For prospective full-time students: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4. Closing date is November 15 for the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO SCHOLARSHIPS

The Federation of Women Teachers' Associations of Ontario offers three scholarships of $7500 each for advanced graduate study in education. The first, the Ruby Kinkead Memorial Doctoral Scholarship, is awarded for doctoral study at the University of Toronto. The second, the L. Dorothy Martin Doctoral Scholarship, is for doctoral study in education at any university of the applicant's choice. The third, the Florence I. Henderson Doctoral Scholarship, is for doctoral study in education at any accredited Canadian university.

In addition, the Shirley Stokes Scholarship of $5000 is available for postgraduate studies in women's studies.

All applicants must be members of the Federation of Women Teachers' Associations of Ontario.

Further details and application forms are available from the Executive Director, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS – $7000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7000 each. It also offers three fellowships for Religious Studies in the amount of $7000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the General Secretary, Ontario English Catholic Teachers' Association, 65 St. Clair Avenue East, Toronto, Ontario M4T 2Y8. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15 000 payable over a two-year period to an OPSTF member pursuing full-time studies leading to a Ph.D. degree in educational studies, or up to $7500 within a one-year period to a member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The Dr. R. L. Lamb Scholarship pays up to $7500 to an OPSTF member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The OPSTF Golden Anniversary Awards provide financial assistance to OPSTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact the Ontario Public School Teachers' Federation Awards Committee, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for application is January 31, 1990 (midnight postmark).

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totalling $24 600, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIPS – TWO AWARDS – $5000 EACH

Recipients of this award must pursue full-time study in education in the Regular Session in which they hold the award at the University of Toronto, or at some other university approved by the Faculty of Education, University of Toronto.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5000 grants to female students to assist them with university studies that will qualify them for careers serving people by improving the quality of their lives. (As an example, but not limited to the following: providing medical services; providing legal counselling and assistance; serving women by counselling mature women entering or re-entering the labor market; providing counselling for battered women; administrative positions in women's centres; counselling and training women for non-traditional employment.) An applicant, to be eligible, must be:

(a) a female and a Canadian citizen or permanent resident;

(b) registered in a graduate program of studies in an accredited university and pursuing a course of studies that will lead directly to a career of service to people generally;

(c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from the Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 and must be submitted by January 31, 1990, to the address indicated on the application form.

NAOMI GRIGG FELLOWSHIP FOR POSTGRADUATE STUDIES IN GERONTOLOGY

The Soroptimist International of Toronto provides for a fellowship with a maximum value of $7500 to be awarded to a student enrolled full-time in a graduate program whereby additional specialized professional qualifications in an area of study related to gerontology are acquired. (As an example, but not limited to the following: health care, housing, and social, legal, psychological, and recreational services.) An applicant, to be eligible, must be:

(a) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;

(b) registered in an accredited postgraduate degree program and specializing in an area of study related to gerontology;

(c) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of not less than four years and a commitment to this area of study;

(d) intending to spend a minimum of two years after the time of study working in this field in Canada.

Application forms are available from the Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 and must be submitted before March 31 to the address indicated on the application form.

Please Note: Notices are posted outside the Office of Graduate Studies (11th floor lounge) pertaining to awards other than those listed here.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse. Contact Gaye Fuller in the Office of Graduate Studies, OISE, for more information.

Part-time students should apply to the OISE Alumni Association Emergency Fund. Application forms are available in the OISE departments.

Courses of Instruction

Courses of instruction are numbered according to the OISE department with which they are primarily identified.

The first two digits in the course number designate the department; e.g., the 11 in 1125F,S,H and the 31 in 3124F,S,H refer to the Department of Adult Education. (See the table of contents of this Bulletin for the number key.) Normally the initial digit 1 indicates a master's-level course and 3 a doctoral-level course.

Since OISE represents the University of Toronto Graduate Department of Education, all courses carry the identifier EDT before the course number on the record system.

Most courses are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course.

In the case of full courses running all year a Y will be assigned after the course number. An A indicates a full course in first term and B a full course in second term.

Summer Session courses will have S for half-courses and B for full courses after the course number.

COURSE DEFINITIONS

Six half-courses ordinarily constitute a full-time program in the Regular Session (typically three in each term). Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours. A full course normally meets for two terms. Two half-courses constitute a full-time program in Summer Session; each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of Graduate Studies. The form must be in the Office of Graduate Studies by September 4 for first term and full year courses, by December 15 for second term courses, and by June 15 for Summer Session courses. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 12 for first term courses and courses running all year and January 25 for second term courses. November 2 is the last day to withdraw without academic penalty for first term courses and March 1 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal). Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has a number of incomplete courses, others must be added to fulfil the degree requirements.

The following grade submission dates are mandatory. They represent the dates the grades are due in the Office of Graduate Studies. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will be determined by the instructor.

First Term: First term grades for full and half-courses are due by January 20. May 20 is the final date for SDF designations to be replaced by a grade or an FZ.

Second Term: Second term grades for full and half-courses running all year are due by May 20. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.

Summer Session: Summer Session course grades are due by September 30. January 20 is the final date for SDF designations to be replaced by a grade or an FZ.

Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See page 16.)

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of Graduate Studies is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students in mid-June. Summer Session grades will be mailed toward the end of October.

EXAMINATIONS AND GRADES

The grading practices of the Graduate Department of Education fall within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and have the following features:

(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and − to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A−, B+, B, B−, or FZ.

A small number of Pass/Fail or Credit/No Credit (CR or NCR) courses are offered in the Graduate Department of Education. Such courses must have the prior approval of the Graduate Department of Education and the University of Toronto School of Graduate Studies before they can be offered in this manner. All students in such courses are graded as Pass or Fail (CR or NCR). No letter grades can be assigned.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts:

INC: Incomplete: a report assigned by the instructor or departmental review committee, normally as a final report where coursework is not completed but where there are not grounds for assigning a failing grade. This is a final report and may only be altered on departmental request with the approval of the Associate Dean of the Division. It carries no credit for the course and is not considered for averaging purposes.

IPR: In progress: a report assigned by

the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA: No grade available (to replace NR: Not received): a report assigned by SGS in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. It must be replaced by a regular grade or by another non-grade course report assigned by the instructor. It carries no credit for the course and is not considered for averaging purposes.

SDF: Standing deferred on the basis of incomplete coursework. This report may be assigned by the departmental review committee* upon an instructor's recommendation for medical or similar reasons or, under exceptional circumstances, for academic reasons. Documentation concerning the circumstances must be attached to the instructor's original marks list when the SDF is first assigned. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and, except in the most extenuating circumstances, no later than the SGS grade submission deadline following the original one for that course. The deadlines for submission of letter grades to replace SDF grade reports are as follows:

Summer Session courses, January 20
First term (A,F) courses, May 20
Full session (Y,H) courses, September 30
Second term (B,S) courses, September 30

Any SDF still outstanding after that deadline (or a new one established by the departmental review committee) will be changed to a failing grade. SDF carries no credit for the course and is not considered for averaging purposes.

WDR: Withdrawal without academic penalty. WDR is assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP: Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

GRADING PROCEDURES

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

(d) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

(e) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

(f) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal to the OISE Degrees

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* At OISE, this is the Degrees and Appeals Subcommittee.

and Appeals Subcommittee, through the Office of Graduate Studies (see page 16).

Any student whose work is judged to be unsatisfactory by the Graduate Department of Education may be required to withdraw at any time.

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous.

Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils souhaitent remettre leurs travaux en français.

Department of Adult Education
B. J. Burnaby
M. D. Ellis
A. M. Thomas
A. M. Tough
D. N. Wilson

Department of Curriculum
S. Carroll (Centre des langues modernes)
B. Cazabon (Centre du Moyen-Nord)
J. P. Cummins (Centre des langues modernes)
M. B. Harley (Centre des langues modernes)
S. Lapkin (Centre des langues modernes)
R. Mougeon (Centre de recherches en éducation franco-ontarienne)
M. K. Swain (Centre des langues modernes)

Department of Educational Administration
M. Holmes

Higher Education Group
R. E. S. Hayhoe
I. Winchester

Department of History and Philosophy of Education
C. M. Beck
A. Prentice

Department of Measurement, Evaluation, and Computer Applications
S. Churchill
G. Hanna
L. D. McLean
R. S. McLean
R. G. Ragsdale

Department of Sociology in Education
G. E. Burns (Centre du Moyen-Nord)
M. Eichler
M. Heller (Centre de recherches en éducation franco-ontarienne)
D. W. Livingstone
C. P. Olson
G. W. West

Department of Special Education
I. Davidson
E. Geva
L. Siegel
J. Wiener

Voir page 53 (section «Interdisciplinary Focuses in Graduate Studies») pour une description des cours en français, sous la rubrique « Études en français ».

Interdisciplinary Focuses in Graduate Studies

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE that may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines).

The focuses described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at the Institute in relation to their professional roles, interests, and long-term goals.

In the listings it is not indicated whether the courses mentioned are half-courses or full courses. It will be necessary to check with the course schedule or the departmental sections of this Bulletin.

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE includes both research and development related to applied problems. The research and development programs are coordinated through the Centre for Applied Cognitive Science. Put simply, Applied Cognitive Science is an attempt to exploit knowledge of information-processing systems and of human cognitive functioning in the understanding and improvement of educational activities. Applied Cognitive Science is concerned with such school-related problems as the structure of basic skills underlying oral and written language and numeracy as well as the higher-order knowledge and processes leading to expertise in reading, writing, science, social studies, and the like. The term cognitive is not intended to restrict the field to intellectual concerns but to include cognitive approaches to emotional, motivational, and social behavior and exploration into the nature and remediation of learning difficulties.

Faculty from four departments participate in the Applied Cognitive Science focus: Applied Psychology (Janet Astington, Carl Bereiter, Marc Lewis, David Olson); Curriculum (Floyd Robinson, Gordon Wells); MECA (William Olivier, Marlene Scardamalia); Special Education (Esther Geva, Daniel Keating, Peter Lindsay, Linda Siegel). Students will be advised by faculty from their home departments.

Courses available to students wanting to develop a focus in Applied Cognitive Science include: 1206 Seminar: Learning and Cognitive Processes in Education; 1226 Selected Problems in Educational Psychology; 1233 Psychological Analysis of Educational Issues: Conceptual Dimensions; 1234 Foundations of Cognitive Science; 1237 Intellectual Development and Instructional Design; 1313 Language, Literacy, and the School Curriculum; 3200 Research Seminar on the Cognitive Processes in Education; 3209 Psychology of Language and Literacy; 3220 Analysis of Learning Tasks; 3237 Recent Theoretical Advances in Intellectual Development; 3312 The Linguistic Analysis of Interaction in Educational Settings; 3313 Advanced Seminar in Language and Learning: Theory and Practice; 3502 Computer-Supported Intentional Learning Environments.

Other courses may be included with the faculty advisor's approval.

ADAPTIVE INSTRUCTION

A focus in Adaptive Instruction is being developed in the departments of Special Education, Curriculum, and MECA, to examine issues related to the integrating of children with diverse capabilities into the regular classroom. Courses in Special Education provide instruction in the core skills that are common to all approaches to adaptive instruction. Courses in MECA concentrate on instructional design and cognitive science issues related to technology suitable for adaptive instruction. In Curriculum the concern is with curriculum issues, student and program evaluation strategies, and fundamental cognitive processes in reading and mathematics.

In addition to courses closely associated with this focus, students may pursue specialties in such sub-areas as literacy, counselling approaches in an integrated instructional environment, teacher consultation, the role and use of technology in adaptive instruction, and the interdisciplinary study of cognitive science as it relates to understanding the cognitive characteristics of students who may have special learning needs.

Selected courses appropriate for students pursuing a focus in Adaptive Instruction include: 1275 Microcomputers in Special Education; 1276 The Resource Consultant: Skills in Classroom Consultation; 1281 The Education of the Mentally Retarded and the Slow Learner; 1283 Psychology and Education of the Gifted: Part I; 1286 Approaches to the Teaching of Learning Disabled Adolescents and Adults; 1292 Educational Assessment and Programming; 1294 Curriculum Applications and Instructional Strategies in Special Education; 1299 Facilitating the Acquisition of Language and Communication Skills in Educational Settings; 1300 Foundations of Curriculum; 1311 Reading and Language Comprehension; 1360 Evaluation of Curriculum and Instruction; 1363 Curriculum Guidelines and Student Evaluation; 1500 Computers and Individualized Instruction; 1505 Instructional Programming; 3308 The Conceptualization of Curriculum Problems; 3502 Computer-Supported Intentional Learning Environments; 3503 Educational Technology: Interactive Video/ Graphics; 3512 Intelligent Tutoring Systems and Microworlds.

Faculty with an active interest in Adaptive Instruction include Malcolm Garber, Esther Geva, Daniel Keating, Peter Lindsay, Carol Musselman, Judith Wiener, Dale Willows, and Anne Wilson (Special Education); Howard Russell, Merlin Wahlstrom, Joel Weiss, and A. I. Weinzweig (Curriculum); Rina Cohen, W. P. Olivier, and Marlene Scardamalia (MECA).

CANADIAN STUDIES IN EDUCATION

Most instructors make extensive use of Canadian materials or deal with Canadian issues and problems in illustrating the particular subject matter of their courses. Students who are primarily interested in focussing on Canadian Studies in Education may wish to choose among the following courses: 1403 and 1404 History of Education in Canada; 1416 Ontario Education; 1417 Politics in the History of Canadian Education; 1424 Religion, Ideology, and Social Movements in the History of North American Education; 1425 Canadian Working-Class History and Its Relation to the Schools; 1443 Values Education Practicum; 1449 The Theory of Law and the Teaching of Law in the Schools; 3101 Major Programs and Issues in Adult Education; 1659 Evaluation of Current Issues in Ontario Education; 1801 The History of Higher Education in Canada: An Overview; 1802 Research Seminar in Higher Education in Canada; 1805 The Community College.

In addition, a number of courses deal with education in relation to specific groups in Canada: 1426 (women); 1428, 1212, and 1214 (immigrants); and 1903 and 3428 (minorities).

The following faculty have a major interest in Canadian Studies in Education: James Draper, Dormer Ellis, and Alan Thomas (Adult Education); Aaron Wolfgang (Applied Psychology); Howard Russell (Curriculum); Willard Brehaut, John Eisenberg, Alison Prentice, and Harold Troper (History and Philosophy of Education). Students with an interest in the Franco-Ontarian area should contact the Centre for Franco-Ontarian Studies.

COMMUNITY COLLEGE

A variety of OISE departments offer courses that could be combined in a program focussed on the Community College. Depending on the student's interest, a program could include courses from Adult Education, Curriculum, Educational Administration, the Higher Education Group, MECA, and Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Michael Skolnik (Higher Education Group); Lynn Davie and Alan Thomas (Adult Education); Richard Townsend (Educational Administration); William Olivier (MECA).

Examples of courses that might be of interest are: 1100 Outline of Adult Education; 3101 Major Programs and Issues in Adult Education; 3125 Continuing Education of Professional Personnel: Principles, Modes, and Problems; 3018 Governing Education: A Seminar on Politics; 1805 The Community College; 1807 Strategic and Long-Range Planning for Postsecondary Systems; 1809 Administration of Colleges and Universities; 1811 Institutional Research and Planning; 1814 Curriculum in Institutions of Higher Education; 1815 Teaching in Institutions of Higher Education; 1816 Conceptions of Learning in Higher Education; 1818 Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions; 1824 The Planning of Facilities in Higher Education; 1841 Public Finance and Higher Education; 1842 Higher Education and the Labor Market; 1505 Instructional Programming.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in the focus permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society. Available courses are found in the departments of Adult Education, Higher Education, and Sociology in Education. Academic coordination of the focus is in the Department of Adult Education. Students interested in this area should consult the description of the Comparative, International, and Development Education focus in Adult Education, and the course offerings in Higher Education and Sociology in Education, in their respective sections of this Bulletin.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance, and social construction, of sexuality, gender, ethnicity/race, language, and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms in writing, text, film, youth styles; the culture of the school; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third World education; ideologies; education and the labor market; historical-sociological studies of state formation and moral regulation; teachers as workers; and development of critical teaching materials and strategies.

Faculty actively working in this focus are: Angela Miles (Adult Education); Edmund Sullivan and Jack Quarter (Applied Psychology); Malcolm Levin and Dieter Misgeld (History and Philosophy of Education); James Cummins and Roger Simon (Curriculum); Madan Handa, Monica Heller, David Livingstone, Roxanna Ng, Paul Olson, and Gordon West (Sociology in Education).

Interested students should review the courses offered by participating faculty and consult either Roger Simon or David Livingstone.

EARLY CHILDHOOD

As with other focuses, students from many OISE departments may develop an emphasis in early childhood. However, two departments – namely, Applied Psychology and Curriculum – pay particular attention to this area through specific courses designed for studies in early childhood and encourage students to initiate research in the area of early childhood.

Focus advisors in the above two departments are Otto Weininger (Applied Psychology) and Ellen Regan (Applied Psychology and Curriculum).

EDUCATION AND THE CREATIVE ARTS THERAPIES

There are a number of courses offered in the various departments of the Institute that may be combined by students wanting to develop a focus in education and the creative arts therapies. (It should be noted, however, that the study of the creative arts as they are used in the general curriculum of schools is available through the Department of Curriculum.)

This focus is intended for understanding the creative arts in the general education of all students and as therapeutic tools in diverse educational contexts: for example,

1. for "normal" students and adults, as aids to healthy personality development;
2. for slow learners including those with varying degrees of retardation and/or malfunction in normal school situations, as helping therapies;
3. for physically handicapped students in "special" settings;
4. for those involved in the processes of psychotherapy;
5. for any educator, as aids in the reflexive consideration of the individual's own life and of the social order of the school.

Entrance to this focus is strictly limited. Applicants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this focus. The intention is to provide a clearer understanding of the foundation of creative arts therapies, and to make students aware of the readings, research literature, and philosophy of methodology, and of the place of the creative arts therapies in the general curriculum. It is expected, therefore, that students interested in this focus will be teachers in schools where "special students" are in classrooms with regular students; teachers in schools for "special students"; those with a general interest in the creative arts for normal personality development; counsellors; those who will work in an adjunct capacity to psychotherapists; teachers of adult education and leaders in recreation who will be concerned with human growth and potential and with clients such as the aged or the deprived. The focus is specifically *not* intended to provide professional training for specialist creative arts therapists.

Although faculty members teaching courses within this focus have disparate approaches to the creative arts therapies, they all view these activities as educational tools that assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the relation of creative behavior and learning. The following faculty members are available for consultation: Richard Courtney and Joyce Wilkinson (Curriculum) and Otto Weininger (Applied Psychology).

ÉTUDES EN FRANÇAIS

Le Département de curriculum et le Département de sociologie en éducation offrent un certain nombre de cours en français à Toronto. Il s'agit des cours suivants : 1942 Langue, culture et éducation ; 1330/3330 Linguistique descriptive et éducative du français ; 1328 Le français canadien d'un point de vue éducatif et sociolinguistique ; 1335 L'éducation des minorités linguistiques et culturelles : l'analyse comparative de la politique éducative ; 1338 La compétence communicative ; 1339 Évaluation de la compétence langagière.

Prière de vérifier auprès de votre professeure ou professeur si le cours est offert.

De plus, le Département de curriculum, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme de M.Ed. qui s'intitule « Langue et éducation » et dont la langue d'enseignement est le français. Ce programme est composé des *cours à distance* suivants : 1300 Fondements des programmes scolaires ; 1328 Le français canadien d'un point de vue éducatif et sociolinguistique ; 1333 Introduction à la linguistique théorique et descriptive ; 1335 L'éducation des minorités linguistiques et culturelles : L'analyse comparative de la politique éducative ; 1337 Bilinguisme et éducation ; 1338 La compétence communicative ; 1339 Évaluation de la compétence langagière ; et 1382 Introduction à la linguistique appliquée.

De même, le Département de sociologie en éducation, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme de M.Ed. qui s'intitule « Société et éducation » et dont la langue d'enseignement est le français. Ce programme est composé des *cours à distance* suivants : 1900 Introduction à la sociologie de l'éducation ; 1903 L'éducation multilingue et multiculturelle : l'analyse sociologique ; 1904 La stratification sociale et le système scolaire ; 1929 L'école et la communauté ; 1942 Langue, culture et éducation ; 1660 Introduction à la recherche empirique en éducation ; 1972 L'éducation et la sociologie de la femme et des rapports entre les sexes ; 1426 L'histoire des femmes et l'éducation au Canada.

Ces programmes sont offerts à des groupes d'étudiants chaque année, dans des localités déterminées. Toutefois, les étudiants de Toronto peuvent se joindre au groupe qui suit les cours à l'extérieur de Toronto après avoir obtenu la permission de leur professeure ou professeur. Les deux demi-cours de résidence d'été à l'intérieur du programme hors-campus seront normalement offerts sur le campus de l'Université Laurentienne à Sudbury.

Pour tout renseignement, veuillez contacter le Bureau des études supérieures de l'IEPO, au poste 2608.

THE FORUM FOR ARTS AND MEDIA EDUCATION

The Forum is a cooperative enterprise between faculty members of OISE and the Faculty of Education, University of Toronto, with liaisons to the Faculty of Music, University of Toronto, and the Ministry of Education, Ontario. Its purpose is to improve arts and media education at the pre-/in-service and graduate levels and to improve research and development. Applications for pre-/in-service programs should be addressed to the Registrar, Faculty of Education.

There are three emphases within the Forum. The General Arts emphasis is known as Route A. Route B is in Education and the Creative Arts Therapies (see above), and Route C is for "specialist" arts teachers in either music or drama or visual arts. These offerings are intended for the experienced teacher of the arts with a specialist interest in music education, dramatic arts education, or visual arts education.

Graduate students undertaking degrees in Education with specialization in arts and media education must apply to the Department of Curriculum. Applicants must satisfy all the normal regulations of the University of Toronto School of Graduate

Studies and of the department. Students from the Graduate Centre for Study of Drama and the Faculty of Music, University of Toronto, who require options should initially discuss their program with a full-time graduate faculty member of the Forum. Program details change annually. Please contact Richard Courtney of the Department of Curriculum for current course information.

Students follow an individually designed program, in consultation with their faculty advisor, to meet their specific academic and professional needs. Note, however, that students in Route C have the following required courses: 1300, 1367, 1368, 1398, 1399.

The following OISE faculty members are actively involved in the Forum: Richard Courtney (Curriculum: drama/performance/play, aesthetics, research); Vivian Darroch-Lozowski (Applied Psychology: language of the arts, media, therapy); Walter Pitman (Director, OISE: arts and culture policy, Artist-in-Schools); Ronald Silvers (Sociology in Education: visual arts, media, photography); Otto Weininger (Applied Psychology: play, therapy); Joyce Wilkinson (Curriculum: creative arts, drama/play). Both David Booth of the University of Toronto Faculty of Education (in areas of drama, language, and media) and Natalie Kuzmich (in music and computer applications) are active participants in the Forum, along with Louis Stokes and Sandra Shiner.

INSTRUCTIONAL/EDUCATIONAL TECHNOLOGY

Students and faculty involved with this focus engage in the study and practice of systematic instruction, utilizing as fully as desirable aids such as film, television, and computers.The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, though group instruction is still an important part. Faculty from Applied Psychology, Adult Education, Higher Education, Curriculum, and Measurement, Evaluation, and Computer Applications (MECA) work in this focus spanning the age range from early childhood to adult, from schooling to university to continuing education.

Emphasis is on instructional design and evaluation, taking account of what is known about human learning and development along with the artistic exploitation of the various media. Opportunities are available for practicum experiences in photography, graphics, film and television production, and computer-assisted instruction, but students should not expect to become specialists in the technical aspects of media and computers.The high standard of production needed to realize educational objectives requires the involvement of experts in these areas. Depending upon their prior experience and choice of practicum studies, students may work toward careers in educational television production, industrial training, and management as well as teaching and research.

Relevant courses would include: 1500 Computers and Individualized Instruction (W. P. Olivier and I. R. Rubincam); 1501 Computer-Guided Instruction (S. Churchill and W. P. Olivier); 1505 Instructional Programming (W. P. Olivier and I. R. Rubincam); 1509 Educational Technology and Production Design (W. P. Olivier); 1511 Computer-Assisted Language Instruction: Level I (S. Churchill); 1518 Educational Technology: Instructional Design (W. P. Olivier); 3503 Educational Technology: Interactive Video/Graphics (W. P. Olivier); 3511 Computer-Assisted Language Instruction: Level II (S. Churchill); 1818 Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions (R. G. Tiberius); 3220 Analysis of Learning Tasks (C. Bereiter); 3222 Analysis of Teaching Strategies (M. Orme); 1305 Techniques for Improving Teaching (B. S. Kilbourn).

Interested students should contact the focus advisor in their department or W. P. Olivier in MECA.

LANGUAGE AND CRITICAL PEDAGOGY

Linguistic and cultural diversity has always characterized human societies and has usually played a central role in mediating power relations between dominant and subordinate groups. For example, in the Canadian context, the suppression over generations of the languages and cultures of Native and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to current problems of social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

In recent years, theorists working within the framework of critical pedagogy have begun to describe how societal power relations are manifested in schools through both interpersonal interactions and the hidden curriculum. Such analyses can then form the basis of programs of action.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members with respect to their program: Monica Heller (Sociology in Education); James Cummins and Roger Simon (Curriculum). The following courses focus on these issues: 1942 Language, Culture, and Education/Langue, culture et éducation (Heller); 3903 Multiracial and Multicultural Education in Comparative Perspective (Heller); 1337 Bilingual Education and Bilingualism (Cummins); 1386 Language, Power, and Possibility: Application to Curriculum (Simon).

MORAL/VALUES EDUCATION

Staff involved in the field of moral/values education who are members of graduate faculty include: Clive Beck, Deanne Bogdan, Dwight Boyd, and John Eisenberg (History and Philosophy of Education); Jack Quarter and Edmund Sullivan (Applied Psychology); Johan Aitken (FEUT); John Davis and Mark Holmes (Educational Administration). In addition, many members of the OISE Field Services staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum assistance. These include: Peter Evans (Ottawa); Jack Miller (St. Catharines); Floyd Robinson (North Bay); and John Ross (Peterborough). Further, several members of the staff of the Faculty of Education, University of Toronto, are active in the area of moral/values education.

Courses of relevance to students interested in this focus include: 1116 Learning Values in Adulthood (C. M. Beck); 1209 Seminar: Social Psychology and Education (J. Quarter); 3247 Cooperative and Community Development: Social, Psychological, and Educational Perspectives (J. Quarter); 3248 Workplace and Organizational Democracy: Social, Psychological, and Educational Perspectives (J. Quarter); 1438 Ethical Issues in Schooling (C. M. Beck); 1441 Philosophical Dimensions of Moral Education (D. R. Boyd); 1443 Values Education Practicum (J. A. Eisenberg); 1485 Literature and Values Education (Staff); and 3441 and 3443 Research Seminar in Moral Education: Parts I and II (D. R. Boyd).

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Courses now offered include: 1203 Practicum in Counselling, in a multicultural setting (M. A. Guttman and J. C. Weiser); 1212 Psychological Aspects of Counselling and Teaching New Canadians (A. Wolfgang); 1213 Intercultural Practicum (P. Gamlin); 1214 Research Seminar in Multicultural Studies (A. Wolfgang); 1317

Theory of Second-Language Teaching (B. Harley); 1336 Second-Language Learning (B. Harley); 1337 Bilingual Education and Bilingualism (J. P. Cummins); 1428 Immigrant Concerns in the History of Education (H. M. Troper); 1429 Ethnicity and the History of Canadian Education (H. M. Troper); 1903 Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education (R. Ng); 1941 Comparative Education: Third World Educational Alternatives (M. L. Handa); 1942 Language, Culture, and Education/Langue, culture et éducation (M. Heller); 1948 Sociology of Race and Ethnic Relations (M. L. Handa); 3221 Dynamic Assessment and Instruction Applied to Multicultural Contexts (P. Gamlin); 3234 Research Seminar in Multicultural Studies (P. Gamlin); 3428 Minority Concerns and Education in Canadian History: Selected Topics (H. M. Troper); 3903 Multiracial and Multicultural Education in Comparative Perspective (M. Heller).

As with other focuses, students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto graduate departments, notably Sociology, History, and Anthropology. Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines – e.g., sociology, psychology, history, anthropology.

In the Department of Applied Psychology there are coordinators of multicultural counselling and teaching who may be contacted (A. Wolfgang and P. Gamlin). In other departments individual faculty within this focus may be consulted.

RELIGIOUS EDUCATION

Staff involved in religious education or closely related areas include: Clive Beck and Christopher Olsen (History and Philosophy of Education); Donald Brundage (Adult Education); Edmund Sullivan (Applied Psychology); Madan Handa (Sociology in Education); and Jack Miller (Curriculum). Further, several members of staff at the Toronto School of Theology and the Institute for Christian Studies are engaged in research in this area and are willing to interact with students on an informal basis.

Courses of relevance to students interested in this focus include: 1116 Learning Values in Adulthood (C. M. Beck); 1366 The Holistic Curriculum (J. Miller); 1424 Religion, Ideology, and Social Movements in the History of North American Education (H. M. Troper); 1441 Philosophical Dimensions of Moral Education (D. R. Boyd); 1480 Religious Education (C. M. Beck); 1482 The Nature and Development of Religious Knowledge in Education (E. C. Olsen); 1483 Education and Philosophies of Peace and Non-Violence (M. L. Handa and C. M. Beck); 3437 Research Seminar in Religious Education (C. M. Beck); 3446 Metaphysics and Human Traditions in Education (I. Winchester); 3480 Religious Dimensions of Social Ethics (E. V. Sullivan); 3481 Developing Religious Perspectives (C. M. Beck).

Students involved in this focus may also wish to take courses at the Graduate Centre for Religious Studies, University of Toronto.

THE NATURE AND DEVELOPMENT OF LITERACY

Literacy is a term that denotes forms of competence and sociocultural relations important in understanding and participating in modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make possible literacy, in school and societal settings.

Research interests pursued within this focus include: literacy, language, and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; and the sociocultural organization of literacy events.

Faculty involved in teaching and research on literacy include: Barbara Burnaby, James Draper, and Kathleen Rockhill (Adult Education); Carl Bereiter and David Olson (Applied Psychology); Johan Aitken (FEUT), Susanne Carroll, and Gordon Wells (Curriculum); Deanne Bogdan (History and Philosophy of Education); Peter Evans, Leslie McLean, and Marlene Scardamalia (MECA); James Heap, Monica Heller, and Dorothy Smith (Sociology in Education); Esther Geva, Linda Siegel, and Dale Willows (Special Education).

Courses of possible interest to students include: 1125 Adult Basic Education; 3209 Psychology of Language and Literacy; 3220 Analysis of Learning Tasks; 1311 Reading and Language Comprehension; 1313 Language, Literacy, and the School Curriculum; 1315 English at the Secondary School Level; 1326 Children's Literature as a Foundation for Literate Behavior across the Curriculum; 1327 Reading and Writing in the School: Elementary; 1386 Language, Power, and Possibility: Application to Curriculum; 3313 Advanced Seminar in Language and Learning: Theory and Practice; 1484 Philosophy of Literature and Literature Education; 1485 Literature and Values Education; 3436 Aesthetics and Education; 3502 Computer-Supported Intentional Learning Environments; 1928 The Social Organization of Knowledge; 1930 Sociology of Reading Activities; 1942 Language, Culture, and Education/Langue, culture et éducation.

The focus jointly sponsors a symposium series with the McLuhan Program in Culture and Technology of the University of Toronto. For information about the series and other focus activities contact James Heap (Sociology in Education), David Olson (Applied Psychology), or Gordon Wells (Curriculum).

WOMEN'S STUDIES AND EDUCATION

A series of courses and projects within various departments in the Institute may be developed into a focus for students interested in women's studies, gender relations, and sex differences and similarities. Some of the faculty involved are: Kathleen Rockhill (Adult Education); Paula Caplan, Mary Alice Guttman, and Jeri Wine (Applied Psychology); Deanne Bogdan, Dwight Boyd, Ruth Pierson, and Alison Prentice (History and Philosophy of Education); Marjorie Cohen, Margrit Eichler, and Dorothy Smith (Sociology in Education). A selection from the following courses, for example, might form a core for such an interdisciplinary focus: 1112 Women's Learning in the Development of Critical Consciousness; 3133 Qualitative Research: Theory and Practice in Adult Education; 1253 Feminist Issues in Counselling Psychology and Psychotherapy; 1414 Origins of Modern Schooling: Problems in Nineteenth- and Twentieth-Century Educational History; 1418 The Role of Education in Theories of Women's Emancipation: I; 1421 The History of Women and Education; 1422 Education and Family Life in the Modern World: I; 1426 The History of Women and Education in Canada; 1439 Gender and Education: Philosophical Issues; 3418 The Role of Education in Theories of Women's Emancipation: II; 3421 Women and Higher Education; 1907 Changes in Families and Policy Consequences for Government and Education; 1972 Education and the Sociology of Women and Gender Relations; 1973 Women and the Educational System; 1974 Gender and Education: Socioeconomic Issues; 3953 Canadian Political Economy and Education; and 3972 Advanced Research Seminar on Feminist Theory, Methodology, and Education.

Other courses that do not deal directly with women but are pertinent to the problem area are also available. They are best selected in consultation with one of the above-mentioned faculty. A complete listing of courses related to women or gender roles may be obtained from the Centre for Women's Studies in Education (8th floor).

The following projects housed in the Institute's Centre for Women's Studies in Education are also potential resources as well as sources of assistantships for students interested in this area: Women's Educational Resources Centre, OSIS Sex Equity Project, Parent Tutoring of Learning Disabled Children, Teaching the Scientific Study of Sex and Gender, Resources for Feminist Research / Documentation sur la recherche féministe, Women and Unemployment Insurance Policy, Ontario / Quebec Teachers, and Canadian Women's Indexing Group.

FEUT/OISE Joint Centre for Teacher Development

The Joint Centre for Teacher Development is a newly created body representing the Ontario Institute for Studies in Education and the University of Toronto. The Centre was created to foster cooperative endeavors in the area of teacher development among OISE, the Faculty of Education (FEUT), and the cognate departments of the University of Toronto.

The Centre intends to coordinate a focus in teacher development, to engage in research and development projects, and to facilitate pre-service and in-service activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Some of the Centre's current work concentrates on field-based pre-service education, professional socialization, and teachers as curriculum planners.

The graduate studies specialization is based on the following assumptions:

—Teaching is a reflective, inquiry-oriented activity.

—For teachers to understand what it means for a student to be educated, they need first to think of themselves as learners and to pursue an inquiry into their own education.

—Professional growth occurs on a career-long continuum of pre-service, induction, in-service, and advanced formal education.

—Individual and school improvement are interconnected.

—The wider social and organizational contexts inform and are informed by the personal and collaborative experiences of teacher development.

Courses therefore emphasize reflection, inquiry, and improvement *of* and *in* practice. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Accordingly, students examine their own educational development, explore gender issues, plan and collaborate in action research, design and study programs and methods of induction and professional development, participate in curriculum and teacher development practica, apprentice as educational researchers, and initiate formal inquiries.

Participating faculty come from the Faculty of Education, University of Toronto, and the Ontario Institute for Studies in Education. Their teaching and research interests include such areas as women in education; curriculum development and implementation; career development; personal knowledge; narrative and story telling; research on teaching; gender; action research; language and professional learning; school improvement; collaborative cultures; and the contemplative practitioner. The faculty involved are: Michael Connelly, Lynne Hannay, Brent Kilbourn, Jack Miller, and Gordon Wells (Curriculum); Dwight Boyd (History and Philosophy of Education); Andrew Hargreaves and Kenneth Leithwood (Educational Administration); Gila Hanna (MECA); Dorothy Smith (Sociology in Education); Dennis Thiessen, Johan Aitken, and Steven Anderson (FEUT); Michael Fullan (FEUT and Sociology in Education).

Students who wish to specialize in teacher development should apply through the Department of Curriculum, indicating clearly in their covering letter and on the application form that they wish to be considered for admission to the Joint Centre for Teacher Development. Those who wish to apply through any other OISE department must first contact the chairperson of that department. For additional information, contact the Centre Director, Michael Connelly, or the Associate Director, Dennis Thiessen.

Course Offerings by Department

The courses of instruction offered through the various OISE departments are described in the following pages.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. All students should consult the most up-to-date schedule of courses, since some departments cannot at the time of publication of this Bulletin indicate the session in which the course is offered, and others may be forced, because of scheduling difficulties, to make changes.

Continuing students should note the deadline for pre-enrolment in courses, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

Faculty members listed are as of January 1, 1990. Applicants may wish to consult the individual OISE department regarding faculty who may be on sabbatical leave during the coming academic year.

Adult Education

LYNN E. DAVIE, *Ph.D. (Wisconsin)*
Associate Professor, and Chairperson of the Department
(adult learning; community education; community development; computer applications; small-group dynamics)

Admission inquiries should be directed to:
ALAN M. THOMAS, *Ph.D. (Columbia)*
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

Graduate Studies Academic Secretary:
BARBARA J. BURNABY, *Ph.D. (Toronto)*
Associate Professor
(cross-cultural language and literacy; English as a second language; Native education; adult basic literacy)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor, and Developing Human Resources Coordinator
(organization and group dynamics; program evaluation; research methods)

CLIVE M. BECK, *Ph.D. (New England)*
Professor, cross-appointed from History and Philosophy of Education

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Professor
(education for family living; research and development related to the family; adult learning)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(cross-cultural, comparative, international studies; adult basic education and literacy; non-formal adult education; community development; Asian studies)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(empirical research including longitudinal studies of professional groups; projects concerning linguistic minorities and women; statistical analysis)

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Professor
(comparative and international education; planning education for social development, especially in developing countries; educational policy studies; evaluation of reform projects)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; transformations in learning perspectives)

DIANA J. IRONSIDE, *M.A. (Syracuse)*
Associate Professor
(experiential and self-directed learning; organization development and change; counselling and support services for learners; women's access to learning)

ANGELA R. MILES, *Ph.D. (Toronto)*
Associate Professor
(community education, development, and change; women's studies as an aspect of adult learning; feminist theory/analysis; critical theory; social analysis of advanced industrial society)

WALTER G. PITMAN, *M.A. (Toronto)*
Professor, and Director of OISE
(adult and continuing education; community education; international development)

KATHLEEN ROCKHILL, *Ph.D. (California at Berkeley)*
Associate Professor
(qualitative approaches to research; language and ethnicity; feminist studies; critical theory)

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Professor
(the long-term future of human civiliza-

tion; fundamental priorities; teaching about global issues; intentional changes; self-planned learning projects)

DAVID N. WILSON, *Ph.D. (Syracuse)*
Professor
(comparative, international, and development education; planning and evaluation of occupational training systems; manpower and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and nonformal education; the role of international agencies in development)

ADMISSION TO THE DEPARTMENT OF ADULT EDUCATION

The Department of Adult Education welcomes applications to its graduate programs in adult education from qualified candidates from Ontario, Canada, and abroad. The department is interested in attracting persons who are concerned with issues of adult learning and practice. We are especially interested in candidates who are intellectually curious and thoughtful, with demonstrated intellectual excellence and a flair for approaches to problems so that adult education can better serve society.

Admission procedures are described on pages 11 to 13 of this Bulletin. *Please note that February 1, 1990,* is the absolute deadline for receiving applications to all certificate and degree programs for 1990/91.

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated, and must select among a large number of candidates who satisfy minimum admission requirements as stated on pages 27 to 34 of this Bulletin; consequently a number of qualified applicants are disappointed. In some cases the committee may suggest reapplication for a later year.

In addition, the Department of Adult Education requires that a résumé be submitted along with the application form for all programs. The résumé must provide clear and complete information about: the student's past experience in adult, or related, aspects of education; learning objectives within the proposed graduate program; and the ways these objectives will enhance the student's anticipated contribution to the field and to future career goals.

The admissions committee considers (1) academic record, (2) letters of reference, and (3) the résumé. All candidates are expected to have a minimum of one year of experience related to adult education. Makeup work may be required of students as a condition of admission. Further information about admissions and/or criteria can be obtained from the department.

PROGRAMS OF STUDY

As adults in ever larger numbers undertake learning in formal and informal settings, adult education has developed as a field of study concerned with the provision of learning resources for them. The Department of Adult Education at OISE offers courses in adult learning and education in a wide variety of settings. We study the nature and the facilitation of adult learning, the counselling of adult learners, the political concerns of providing learning resources for adults, and international and comparative adult education.

The general approach to learning in the Department of Adult Education is based on belief in the individual's ability to take responsibility for his or her own learning, and to learn in cooperation with others. As much as possible, we try to ensure that learning is relevant to the student's particular needs, background, or interests.

Programs of study in Adult Education are available at the certificate, master's, and doctoral levels. They are designed to further the practical and theoretical expertise of men and women working in such areas as learning, teaching, planning, counselling, administration, and research in educational or training programs for adults.

Each student's program is self-constructed and may be focussed on topics of interest where sufficient faculty expertise exists. In addition to the faculty interests listed, three areas of concentration are described in more detail below. A student may elect to enter the department in the General Program of Adult Education, at either the certificate, master's, or doctoral level, or may enter a specific "area of concentration," sometimes called a "focus." In all cases, each student is assigned to a faculty advisor who will assist the student in selecting the courses and learning experiences most suited to her or his own needs. Advisors sometimes suggest that certain courses basic to the understanding of the field of adult education and of the theory and processes of adult learning be taken early in the program. Course descriptions in this Bulletin should be read carefully and discussed with the faculty advisor or with the individual instructor.

Students may include in their program courses offered by other OISE and University of Toronto graduate departments. OISE students, with the approval of their faculty advisor and the Office of Graduate Studies, are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE courses.

Further information about any of the programs can be obtained from the Department of Adult Education.

GENERAL PROGRAMS

CERTIFICATE IN ADULT EDUCATION

The Certificate program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities: administration and teaching in the CAATs, manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses within the Department of Adult Education. The Developing Human Resources concentration requires two additional half-courses. Courses taken while a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto, including OISE.

Fees for the Certificate program are those specified in the Fees section of this Bulletin for the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid.

Inquiries are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

All Master of Education programs with specialization in Adult Education fall under Option I: ten half-courses plus a comprehensive examination/requirement (see page 28).

At least five of the ten half-courses each student is required to complete should be taken within the department. It is recommended that 1100 Outline of Adult Education be taken during the student's first term. The M.Ed. Integrative Seminar in Adult Education (1142) is an integral part of the M.Ed. comprehensive requirement, except for those students choosing the comprehensive examination alternative (see below), and should be taken during the student's final coursework term. This seminar, designed to assist students in preparing for successful completion of the comprehensive requirement via the integrative paper or research project alternatives, concentrates either on the integration of theories, scholarly writing, and research or on the design and conduct of research in adult education.

There are three alternatives available for fulfilling the comprehensive requirement:

(a) a three-hour comprehensive examination; *(b)* a comprehensive integrative paper, focussing on one or more topics in the field and reflecting course concepts, theories, and scholarly writing and research; *(c)* a research project in which an appropriate methodology or approach (e.g., quantitative, qualitative, historical) is used to investigate a research problem in the field. In addition to sections on problem definition, methodology, and results, the paper reporting the results of the research must include a comprehensive literature review.

Whichever alternative is chosen, for students entering the program in July 1990 or later, the comprehensive requirement must be fulfilled within ninety days of the last class of the M.Ed. Integrative Seminar in Adult Education (1142).

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Arts program consists of twelve half-courses and a thesis. (See pages 30 to 32 for general requirements.) Occasionally the number of half-courses may be reduced if the student is granted credit for previous university study in adult education. Every program should include at least four half-courses in Adult Education and two half-courses in research methodology. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 32 to 33.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied, emphasizing the application of knowledge to problem-solving.

The overall program for the degree includes courses, a comprehensive examination for students commencing the Ed.D. program after July 1, 1987, and a thesis project, and should include study in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The program will include a minimum of eight half-courses, four of which shall be taken in the Department of Adult Education (unless an exception is approved by the faculty advisor), and may include three half-courses in field work and practica. The student's program normally includes course 3102H.

OFF-CAMPUS COURSES IN ADULT EDUCATION
(Certificate and M.Ed. in Adult Education students only)

The department is currently offering some courses off-campus and by means of distance education and computer linkages in Ontario. The admission requirements for the M.Ed. degree program and for the Certificate program are the same for the off-campus courses as for the regular campus program. Information materials for both off-campus and on-campus courses to be offered in the 1990 Summer Session and 1990/91 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus programs may be considered.

Off-campus and distance-delivered courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of Graduate Studies.

AREAS OF CONCENTRATION

An applicant may apply to either the General Program in Adult Education or to one of three areas of concentration as described here. If the choice is the latter, the specific concentration must be indicated on the application.

COMMUNITY DEVELOPMENT

The Community Development concentration is designed primarily for practitioners responsible for programs in community settings where learning is an essential component of developmental programs designed to further community goals. Community development learning is a part of a larger goal of social action. The Community Development concentration is on program planning structures, interpersonal communication, social and political structures, including gender relations, and the evaluation of community educational programs. These courses are related to the special programs in community psychology offered by the Department of Applied Psychology.

The Community Development concentration may be included in M.Ed., M.A., or Ed.D. programs. While many of the courses offered in Adult Education may be included with course projects directed toward community development application, the following courses are particularly recommended: 1105 Community Education and Development; 1106 Small-Group Experience and Theory; 1112 Women's Learning in the Development of Critical Consciousness; 1122 Practicum in Adult Education; 1136 Political Economy of Adult Education; and 3119 Adult Learning and Social Change: Feminist Theory, Practice, and Experience. In addition to these courses, it is recommended that a program include the core course in Applied Psychology that delineates essential issues in community psychology. The complete program should be arranged in consultation with a faculty advisor. Further information may be obtained from Lynn Davie, James Draper, or Kathleen Rockhill.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in this area of concentration permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society.

Available courses may be of interest to Canadian students who wish to work and live in other cultures, who wish to understand their own educational reality better by comparing it with other societies, or who wish to better understand the educational and social systems from which many learners come in our multicultural society; and to foreign students who wish to relate their studies at OISE more directly to their own societies and learning systems.

The courses and faculty most directly involved in this area of concentration are in the departments of Adult Education and Sociology in Education, and in the Higher Education Group. Responsibility for academic coordination of the specialization is within Adult Education. Faculty actively working in this area are: James Draper, Joseph Farrell, Alan Thomas, and David Wilson (Adult Education); Madan Handa, David Livingstone, and Gordon West (Sociology in Education); and Pauline Chan (Higher Education Group).

Students with a strong interest in this area would ordinarily enrol in a regular degree program in Adult Education, Sociology in Education, or Higher Education, noting this as their special interest. However, some students may wish to explore the utility for them of an M.Ed. for Special Purposes. Further information regarding academic program content can be obtained from Joseph Farrell, Coordinator.

The following courses are available within this area. Those identified as "basic" are courses which students seriously interested in the area are advised to consider. Other courses provide opportunity for students to pursue specialized interests within the overall focus framework. Course numbers beginning with 11 and 31 are in Adult Education; 18 and 38 are in the Higher Education Group; 19 and 39 are in Sociology in Education.

BASIC COURSES

Master's Level: 1114 Comparative Studies in Adult Education; 1127 Education and Social Development; 1128 Comparative Education: The Development of Third World Educational Systems; 1139 Introduction to Comparative, International, and Development Education; 1920 Comparative Adolescence: The Global Mediation of Race, Imperialism, Class, and Gender Through Age; 1941 Comparative Education: Third World Educational Alternatives; 1825 and 1826 Comparative Education: Part I and Part II.

Doctoral Level: 3940 Comparative Societies: Economic Change, the State, and Schooling; 3114 Methodologies for Comparing Educational Systems.

SPECIALIZATION COURSES

Master's Level: 1105 Community Education and Development; 1125 Adult Basic Education; 1138 Social Foundations of Adult Learning; 1806 Systems of Higher Education; 1904 Social Stratification and School Systems.

Doctoral Level: 3101 Major Programs and Issues in Adult Education; 3108 Controversial Issues in Development Education; 3116 Adult Education in Cross-Cultural Contexts; 3930 Innovations in Education: A Comparative Analysis; 3935 Revolutionary Movements and Education; 3954 Educational and Economic Development in Third World Countries from a Marxist Perspective.

DEVELOPING HUMAN RESOURCES (DHR)

Developing Human Resources is rapidly emerging as a recognized area of concentration or focus within adult education. This concentration is designed to examine learning concepts and to develop skills in organization development, consultation, planned change, staff development, management, and leadership training. DHR draws students from such varied organizations as business, government, labor unions, recreation agencies, voluntary associations, the media, and educational institutions.

New students in the DHR program are charged an additional fee (beyond the regular sessional fees) to provide a special event which supports the formation of a peer learning group. Over the past few years, this additional fee has been in the range of $350–$600.

The DHR concentration is taken in the context of an Adult Education program leading to the degree of M.Ed., M.A., or Ed.D. (Under special circumstances, a candidate can be accepted in the Certificate program.) Students may pursue the DHR on a full- or part-time basis, but must fulfil the residence requirements of the particular degree program undertaken. Enrolment in the DHR program is limited to twenty new students each year.

Important: In addition to the regular OISE application form, there is a supplementary application form for the DHR specialization. This supplementary form can be obtained by writing or calling the DHR Coordinator, 923-6641, ext. 2240. This supplementary application form must be returned directly to the DHR Coordinator in the Department of Adult Education by February 1.

Each year, selected organizations known for their exemplary human resource practices are invited to become DHR Sponsors. These organizations contribute both financially and with their expertise. This year the DHR Sponsor is Levi Strauss & Company (Canada) Inc.

COURSES

Although the following courses are listed in the Bulletin, not all are offered in any given year. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of Graduate Studies.

Students are required to be present at the first meeting of all courses, unless they have made a previous arrangement with the instructor.

A course is identified with this department when the first two digits in the course number are 11 or 31. Courses at the 1100 level are generally considered introductory, while those at the 3100 level are more advanced or specialized. This does not imply, however, that doctoral students cannot receive credit for 1100-level courses, or that master's students cannot take 3100-level courses. Students are encouraged to read the Bulletin and consider any courses offered in other departments that may be relevant to their own program.

1100 F,S OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all M.Ed. students enrol in 1100 F,S during the first term of their program.

Staff

1101 F,S PROGRAM PLANNING IN ADULT EDUCATION

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.

L. E. Davie, D. J. Ironside, or staff

1103 F,S METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the research process. Topics will include: problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for Ed.D. students during their residence and for M.A. students during their program. Non-thesis students may participate with permission of the instructor.

M. D. Ellis, or staff

1105 F,S COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; discussions on the methods, evaluation, and training relating to community education and development.

J. A. Draper, or staff

1106 F,S SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice.

The particular structure and focus of this course vary each time it is offered.

Staff

1108 F,S INTENTIONAL CHANGES (Pass/Fail)

An opportunity to survey the wide variety of paths, methods, and areas that adults choose in their highly intentional change efforts and learning projects. Particular topics include personal growth, clarifying one's own paths and options, the central importance of the person, and implications for practice.

A. M. Tough, or staff

1109 F,S PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society;

emergent issues of concern to parents; skills and methods for working with parents.

Students will share in the setting of learning objectives for the seminar and will be required to participate in the preparation and presentation of projects related to selected areas of study.

D. H. Brundage, or staff

1110 F,S BASIC PROCESSES IN FACILITATING ADULT LEARNING

A theoretical and experiential study of learning processes and the procedures facilitators can use in group settings to enhance the development of desired learning processes. Self-direction and an interdependent climate are emphasized. Opportunities to critique perspectives (of self and others, of learning, of knowledge, of facilitation) underlying the course and one's work are provided.

V. R. Griffin, or staff

1111 F,S POTENTIAL FUTURES: IMPLICATIONS FOR EDUCATORS

The panorama of possible futures, ranging from the worst to the best. Key priorities and global issues, such as environment, population, peace, and human rights. Implications for education and for each individual's personal and professional future.

A. M. Tough, or staff

1112 Y WOMEN'S LEARNING IN THE DEVELOPMENT OF CRITICAL CONSCIOUSNESS

An exploration into the experience of the development of critical consciousness by women, its meaning and experience as a learning process, and its depiction in literature, theory, and research. The focus is upon how women learn that their personal world is socially structured and reproduced in their learning and education. Topics to be addressed include: feminist perspectives on women in education, women as learners, social construction of "the feminine," ideology and consciousness, women in educational discourse, the phenomenology of feminist consciousness, the personal as political, current theories about adult education, as well as ethical and political issues in education for the development of critical consciousness. Participants will be expected to draw upon their own experience, published literature, and visual media.

K. Rockhill, or staff

1113 F,S THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning and development with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.

D. H. Brundage, or staff

1114 F,S COMPARATIVE STUDIES IN ADULT EDUCATION

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.

A. M. Thomas, or staff

1116 F,S,H LEARNING VALUES IN ADULTHOOD

This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.

C. M. Beck

1117 F,S CONSULTING SKILLS FOR ADULT EDUCATORS

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.

W. E. Alexander, or staff

1118 F,S GROUP PROBLEM-SOLVING IN ADULT EDUCATION

During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS) – a semi-structured problem-solving process that uses both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (*Psychosynthesis*), as well as other theories of group behavior. The remainder of the course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS will be given during the weekend following the third class session. The workshop will begin on Friday evening and continue to Sunday afternoon.

W. E. Alexander, or staff

1120 F,S FOUNDATIONS OF ADULT COUNSELLING

An introductory course that explains some of the concepts of human behavior and the issues, theories, and principles involved in the field of adult counselling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program will be of interest to people who are practising in the counselling, academic, and health areas as well as those working with individuals in service agencies and in community and employment activities.

Staff

1122 F,S PRACTICUM IN ADULT EDUCATION (Pass/Fail)

An opportunity, in a field setting, to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designers of their own custom-built programs, though faculty, student, and field supports are available. Guidelines are available from the department.

Prerequisite: Permission of the instructor, obtained at least two months before the course begins.

D. J. Ironside, or staff

1124 F,S THE PLANNING, IMPLEMENTATION, AND EVALUATION OF OCCUPATIONAL TRAINING INSTITUTIONS AND PROGRAMS

This course will examine traditional and innovative approaches to occupational training. Both pre-service and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.

D. N. Wilson, or staff

1125 F,S ADULT BASIC EDUCATION

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.

J. A. Draper, or staff

1127 F,S EDUCATION AND SOCIAL DEVELOPMENT

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The over-

arching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J. P. Farrell, or staff

1128 F,S COMPARATIVE EDUCATION: THE DEVELOPMENT OF THIRD WORLD EDUCATIONAL SYSTEMS

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a data base and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
D. N. Wilson, or staff

1130 F,S A PARTICIPANT-DIRECTED SEMINAR: LEARNING IN ORGANIZATIONS

This course is oriented toward students who have a special interest in the application of adult education principles in an organizational context. In this course, participants create and operate their own "Learning Organization." The general purpose of this organization is to meet the learning needs of the participants as these needs are identified by them. A second, usually interrelated purpose is to explore the dynamics and development of the Learning Organization, including the obstacles that impede organizational growth.

This course is open only to DHR students who have spent the preceding Summer Session course(s) together.

Prerequisite: Permission of the instructor.
W. E. Alexander, or staff

1131 F,S SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.
Staff

1133 F,S INTRODUCTION TO QUALITATIVE RESEARCH IN ADULT EDUCATION

This course is concerned with approaches to research that use data gathered through participant observation, open-ended interviewing, biographical interviewing, or the collection of other verbal and observational data. The course provides students with an opportunity to design and conduct a research project drawing on various strategies of qualitative research.

Prerequisite: Permission of the instructor.
B. J. Burnaby, or staff

1135 F,S PRACTICUM IN ORGANIZATION DEVELOPMENT

An opportunity, in the setting of a large organization, to develop professional skills related to some aspect of organization development. Students and instructor identify learning objectives, select field agencies, and design activities to fulfil those objectives. Guidelines are available from the department.

Prerequisite: Permission of the instructor, obtained at least two months before the course begins.
D. J. Ironside, or staff

1136 F,S POLITICAL ECONOMY OF ADULT EDUCATION

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. The course draws particularly from the work of Marx, Freire, and the indigenous Canadian political economy tradition initiated by Innis. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.

Staff

1137 F,S EVALUATION OF ADULT EDUCATION PROGRAMS

This course introduces the major approaches of program evaluation as applied to programs developed for adult learners from a conceptual rather than methodological perspective. Program evaluation is studied for both its educational benefits and its administrative contributions. The course examines and compares key models of program evaluation. Students have opportunities to apply the models in practical small-group assignments.

L. E. Davie, or staff

1138 F,S SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.

A. M. Thomas, or staff

1139 F,S INTRODUCTION TO COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

This course serves as the basic core course for the Institute's graduate studies focus in comparative, international, and development education. It focusses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.

J. P. Farrell and *D. W. Livingstone*

1140 B ADULT EDUCATION AND DEVELOPING HUMAN RESOURCES

Developing Human Resources is defined in this course as the application of adult education principles in an organizational context. The course will first explore the nature of these principles. Specific dimensions of the organizational context and their relationship to adult education principles will be examined through an experiential design. Some dimensions that may be examined in depth include power and organizations, self-regulatory processes, heterarchy and hierarchy, participatory decision-making, organizational culture, principles of socio-technical design, and the concept of the Learning Organization.

Open to DHR students only (see page 66).

Prerequisite: Permission of the instructor.

W. E. Alexander, or staff

1141 F,S ORGANIZATIONS AND THE ADULT EDUCATOR: HISTORICAL AND THEORETICAL PERSPECTIVES ON ORGANIZATION DEVELOPMENT

An opportunity to gain a theoretical framework for the adult educator's work as change agent and learning consultant with organizations involved in a process of change. A range of historical and theoretical perspectives from the Industrial Revolution to emergent societal paradigm shifts

will be examined, so that students can develop their own value-based conceptual frameworks. The course is designed in a resource-based mode; that is, it uses a variety of learning strategies.
D. J. Ironside, or staff

1142 F,S M.ED. INTEGRATIVE SEMINAR IN ADULT EDUCATION (Pass/Fail)

This course is designed for students who are completing the coursework portion of an M.Ed. degree program, to assist them in integrating what has been learned in diverse courses and other learning experiences in their program, to examine systematically links between different bodies of theory and practice in the field, and to develop an intellectually coherent understanding of the theory and practice of adult education. This course is an integral part of the department's M.Ed. comprehensive requirement, and should be taken in, or as near as possible to, a student's last term of coursework.

For Adult Education M.Ed. students who have chosen either the research project or integrative-paper/comprehensive alternative.

Prerequisite: Permission of the instructor.
Staff

1152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

3101 F,S MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.
Staff

3102 H THESIS RESEARCH SEMINAR IN ADULT EDUCATION (Pass/Fail)

This seminar will deal with issues relating to the design, execution, and reporting of thesis research. Topics will depend on the interests of the participants, but may include thesis requirements, epistemology, research methods or approaches, and ethics of thesis research. While the course may be taken by any student who has had some background preparation in research design (at least one course in research design), it is most appropriately taken concurrently with preparation of the research proposal.

Prerequisite: Completion of 1103F,S, 1133F,S, or equivalent.
L. E. Davie, or staff

3108 F,S CONTROVERSIAL ISSUES IN DEVELOPMENT EDUCATION

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
D. N. Wilson, or staff

3111 F,S THEORIES OF PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

The major theories of psychological development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.
Staff

3112 F,S EDUCATIONAL GERONTOLOGY
This seminar will focus on an examination of the learning processes, needs, and contexts of adults in the mid-years and older. Topics will include preretirement education, intellectual functioning in old age, family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.
Staff

3114 F,S METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS
This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to *(a)* the special analytical problems faced when using comparative data, and *(b)* the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson, or staff

3116 F,S ADULT EDUCATION IN CROSS-CULTURAL CONTEXTS
Discussions relating to the impact of culture on adult learning and teaching styles; effective cross-cultural communication; the sensitivities, knowledge, and skills required for living, working, and undertaking research in cultures other than one's own.
J. A. Draper, or staff

3117 F,S LEARNING AND THE LAW
Continuing education systems – that is, educational systems available throughout individual lifespans – are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.
A. M. Thomas, or staff

3118 F,S SEMINAR: CONTEMPORARY POLICY ISSUES IN CONTINUING EDUCATION IN CANADA
A seminar devoted to examining planning and policy issues associated with the evolution of "continuing education" systems in Canada. Continuing education in this context is meant to include the entire formal and non-formal education system from kindergarten to advanced studies. The seminar will be conducted by three staff members – Farrell, Thomas, and Wilson – with participation from other members of the department and outside the Institute. The initial focus of attention will be on the new federal programs in manpower development.

Prerequisite: Permission of one of the instructors.
A. M. Thomas, J. P. Farrell, and *D. N. Wilson*

3119 F,S ADULT LEARNING AND SOCIAL CHANGE: FEMINIST THEORY, PRACTICE, AND EXPERIENCE
The course will examine adult learning as a political process through the study of (1) feminist theoretical writing; (2) descriptions of feminist practice in the "First" and "Third" Worlds in a variety of contexts such as established and alternative educational institutions, workplaces, communities, public campaigns, consciousness raising groups, women's centres, kitchen meetings, etc.; and (3) personal accounts of learning, individual change, and activism.
A. Miles, or staff

3124 F,S ADVANCED SEMINAR: BASIC PROCESSES IN FACILITATING ADULT LEARNING
Collegial seminar for intensive examination of selected issues arising in course 1110 F,S.

Prerequisite: Completion of 1110F,S and permission of instructor.
V. R. Griffin, or staff

3125 F,S CONTINUING EDUCATION OF PROFESSIONAL PERSONNEL: PRINCIPLES, MODES, AND PROBLEMS

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review attempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.
K. Rockhill, A. M. Thomas, or staff

3131 F,S SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.
Staff

3133 Y QUALITATIVE RESEARCH: THEORY AND PRACTICE IN ADULT EDUCATION

Qualitative approaches to research are explored, critiqued, and applied by participants to a research project of their choice. Issues in the application of the social-phenomenological perspective to the study of education by adults are of central concern. A range of perspectives will be considered, including ethnomethodology, symbolic interactionism, ethnography, hermeneutics, critical theory, and the feminist critique. Methodological problems in the conduct of field work, analysis, interpretation, explanation, and presentation are related to theory and practice.

Prerequisite: Permission of the instructor.
K. Rockhill, or staff

3152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

Applied Psychology

MARY ALICE GUTTMAN, *Ph.D. (Wisconsin)*
Professor, and Chairperson of the Department
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education, and counselling)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor, and Associate Chairperson of the Department and Academic Secretary
(mental retardation; early childhood education; assessment techniques; personality and motivational factors)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(counselling supervision; family systems)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(educational and psychological testing; vocational theory and career development)

JANET W. ASTINGTON, *Ph.D. (Toronto)*
Assistant Professor
(linguistic and cognitive development; theory of mind)

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(cognitive processes in school learning; development of thinking abilities; instructional psychology)

ANDREW J. BIEMILLER, *Ph.D. (Cornell)*
Associate Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

PAULA J. CAPLAN, *Ph.D. (Duke)*
Professor
(psychology of women; sex roles; research methodology; children's learning and attention problems)

CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor
(counselling psychology; controlling effects of social stimuli)

VIVIAN DARROCH-LOZOWSKI, *Ph.D. (Alberta)*
Professor
(biographical narrative; language of the arts; interpretive and imaginal thought)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor
(motivation and learning; clinical and academic assessment)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor
(professional renewal; practitioners' experienced knowledge; practice–theory relations)

MARC LEWIS, *Ph.D. (Toronto)*
Assistant Professor
(cognitive development; emotional development; cognition–emotion interactions)

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor, and Coordinator, OISE Psychoeducational Clinic
(microcomputer applications in education and assessment; learning disabilities in adults; instructional systems design; journal writing and reflection)

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Professor
(school psychology; teacher consultation and in-service training; classroom intervention strategies; ethnic identity development)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, cross-appointed to the

Department of Linguistics, University of Toronto, and Director of the McLuhan Program in Culture and Technology, University of Toronto
(language development; cognitive development; theory of instruction)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

SANDRA R. PALEF, *Ph.D. (Toronto)*
Associate Professor
(psychoanalysis and psychotherapy – theory and technique)

LARRY E. PASS, *Ph.D. (Alberta)*
Associate Professor
(counselling psychology; cognitive behavioral approaches to counselling; group counselling; counsellor supervision)

NIVA PIRAN, *Ph.D. (Texas)*
Associate Professor
(psychometric and projective testing; psychotherapy; group therapy; psychoanalytic theory; cognitive and personality development; psychopathology; eating disorders)

JACK QUARTER, *Ph.D. (Toronto)*
Professor
(community psychology and community development; education programs for worker cooperatives, the workplace, and organizational democracy)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Professor, cross-appointed to Curriculum
(early childhood/elementary education; classroom studies with focus on teacher beliefs/decisions; parent beliefs/perceptions with reference to child learning practices)

MARGARET S. SCHNEIDER, *Ph.D. (York)*
Assistant Professor
(community psychology; human sexuality; research methodology; feminist issues; occupational stress)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor
(effects of mass media on cognitive development; community psychology and community development; critical research methods in community settings; critical pedagogy and cultural studies)

OTTO WEININGER, *Ph.D. (Toronto)*
Professor
(psychodynamic object relations theory; techniques of diagnosis and psychotherapy; play theory and research; early childhood education; attachment theory and subsequent developmental processes)

JOHN C. WEISER, *Ed.D. (Missouri)*
Professor
(counselling psychology; counsellor education; process and outcome in counselling; psychosynthesis)

JERI D. WINE, *Ph.D. (Waterloo)*
Professor
(feminist counselling and psychotherapy; community psychology; feminist perspectives on social interaction and human relationship)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Professor
(nonverbal communication; teaching, counselling, and adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

J. R. BRUCE CASSIE, *Ph.D. (State University of New York at Buffalo)*
Project Director, OISE Niagara Centre
(career and personal counselling therapy and practice; curriculum development, implementation, and evaluation; problem solving/inquiry skills; employee training and development)

ARDRA COLE, *Ed.D. (Toronto)*
Assistant Professor, OISE Midwestern Centre
(teacher induction; teacher thinking; curriculum development)

ASSOCIATED INSTRUCTORS:

ESTER COLE, *Ph.D. (Toronto)*
Senior Psychologist, Toronto Board of Education

ESTHER GELCER, *Ph.D. (Toronto)*
Chief Psychologist, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto

NINA JOSEFOWITZ, *Ph.D. (Toronto)*
Director, Glendon College Counselling and Career Centre

MARY MORRIS, *Ph.D. (Toronto)*
Psychologist – private practice

RUDOLPH L. PHILIPP, *Ph.D. (Queen's)*
Psychologist – private practice

LANA STERMAC, *Ph.D. (Toronto)*
Psychologist, Clarke Institute of Psychiatry, Toronto

JOHN WILLIAMS, *Ph.D. (Missouri)*
Counselling Psychologist, Student Counselling Services, University of Waterloo

INTERNSHIP SUPERVISORS:

JUDITH A. SILVER, *Ph.D. (Toronto)*
Coordinator of Internship & Counselling Services, Applied Psychology Department, OISE

ALAN BARDIKOFF, *Ed.D. (Toronto)*
Psychologist, Toronto East General Hospital

MARU BARRERA, *Ph.D. (McMaster)*
Director, Infant-Parent Programme, Chedoke-McMaster Hospital, Hamilton

JERRY BECKERLE, *Ph.D. (Michigan State)*
Chief Psychologist, Toronto East General Hospital

GALE BILDFELL, *Ph.D. (McMaster)*
Psychologist, Toronto East General Hospital

HARVEY BROOKER, *Ph.D. (Indiana)*
Senior Psychologist, Adult Services, Clarke Institute of Psychiatry, Toronto

ARTHUR CASPARY, *Ph.D. (Waterloo)*
Staff Psychologist, C. M. Hincks Treatment Centre, Toronto

ESTER COLE, *Ph.D. (Toronto)*
Senior Psychologist, Toronto Board of Education

D. BARRY COOK, *Ph.D. (Toronto)*
Psychologist – private practice, Toronto

BRIAN DOAN, *Ph.D. (McGill)*
Psychology Coordinator, Oncology Services, Sunnybrook Hospital, Toronto

KRYSTYNA DRONSEJKO, *Ph.D. (Waterloo)*
Chief Psychologist, Queen Street Mental Health Centre, Toronto

HENRY FENIGSTEIN, *M.D. (Warsaw)*
Psychiatrist & Director, North York Group Psychotherapy Foundation, Toronto

WILLIAM FORD, *Ph.D. (Toronto)*
Psychologist, Ford & Associates, Toronto

ESTHER GELCER, *Ph.D. (Toronto)*
Chief Psychologist, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto

ROSS GRAY, *Ph.D. (Toronto)*
Psychologist, Consultant to Oncology, Sunnybrook Hospital, Toronto

GLEN HAMILTON, *Ph.D. (Illinois)*
Psychologist — private practice, Peterborough

GREGORY HAMOVITCH, *Psy.D. (Rutgers)*
Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

IRWIN LIEBERMAN, *Psy.D. (Wright State University)*
Staff Psychologist, Toronto East General Hospital

SHARON MARCOVITCH, *Ph.D. (York)*
Co-director, Developmental Evaluation Unit, Hospital for Sick Children, Toronto

EDWARD S. MEADE, *Ed.D. (Toronto)*
Executive Director, Markham-Stouffville Family Life Centre, Markham

JOHN MUNN, *Ph.D. (Toronto)*
Staff Psychologist, C. M. Hincks Treatment Centre, Toronto

VINCENT MURPHY, *Ed.D. (Boston)*
Director, Children's Services, Integra Foundation, Toronto

RYMANTAS J. PETRAUSKAS, *Ph.D. (Windsor)*
Neuropsychology Consultant, Metropolitan Separate School Board, Toronto

JOSEPH REGAN, *Ph.D. (Toronto)*
Psychologist, St. Michael's Hospital, Toronto

JAAN REITAV, *Ph.D. (York)*
Coordinator, Consulting Service, Canadian Memorial Chiropractic College, Toronto

BRIAN RIDGELEY, *Ph.D. (Windsor)*
Director of Psychology, Sunnybrook Hospital, Toronto

DVORA TRACHTENBERG, *Ph.D. (York)*
Psychologist, Toronto East General Hospital

BRENT WILLOCK, *Ph.D. (Michigan)*
Chief Psychologist, C. M. Hincks Treatment Centre, Toronto

PROGRAMS OF SPECIALIZATION

Please direct inquiries for this department to the academic secretary of the department.

The Department of Applied Psychology offers the following degree programs in its three divisions:

—Educational Psychology: M.Ed., Ed.D., M.A., and Ph.D. programs

—Counselling Psychology: M.Ed. and Ed.D. programs

—School Psychology: M.A. and Ph.D. programs, plus M.A., Ph.D., M.Ed., and Ed.D. programs in Early Childhood

A Master of Education for Special Purposes is available. See section on page 89 below and the "Interdisciplinary Focuses" section of this Bulletin.

The Department of Applied Psychology does not ordinarily consider applications for admission to degree programs commencing in January.

ADMISSION REQUIREMENTS

Basic admission requirements for all degree programs are outlined on pages 27 to 35 in this Bulletin.
—M.Ed.: see pages 27 to 28 and the particular M.Ed. specializations in this section. The new M.Ed. programs pertain to students commencing in the 1986 Summer Session and thereafter.
—M.A.: see pages 30 to 31.
—Ed.D.: see page 32.
—Ph.D.: see pages 33 to 34.

In addition, some of the programs in this department will have specific requirements relative to the nature and length of the program. Any such requirements will be found with the description of the programs listed below. Applicants should always consult the basic admission requirements listed earlier in the Bulletin as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Applied Psychology.

Although the minimum requirement for admission is a mid-B standing in undergraduate study, students normally need a higher academic standing to compete effectively with the large number of good applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students may be admitted. Program admission committees reserve the right to determine which applicant may be admitted to their program (see items 2*(b)* and 3 on the page opposite the Contents page of this Bulletin).

Applications are obtainable from the Office of Graduate Studies. For further information see pages 11 to 13 of this Bulletin.

Deadline for all new applications is February 1. All continuing students must submit pre-enrolment forms for course selection by April 13. While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in some courses well before this date.

Normally, students apply to one specialization, but under certain circumstances a student may apply for up to three specializations in any two divisions in the Department of Applied Psychology. Students applying to more than one specialization should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

PROGRAM REQUIREMENTS

All the programs in Applied Psychology adhere to the guidelines as outlined on pages 28 to 35 in this Bulletin with these exceptions: The M.A. in School Psychology is a two-year program after a four-year degree in psychology. The M.Ed. (2) in Counselling requires a four-year degree in psychology and full-time residence in the program. The Ed.D. (2) in Counselling requires two years of full-time study.

Courses of study are arranged in consultation with a faculty advisor after admission and will take into account not only the requirements listed on pages 27 to 35, but the student's background and individual needs, as well as the particular demands of the specialization.

Programs for the Ed.D. (2) in Counselling, the Ph.D. in School Psychology, and the Ph.D. in Educational Psychology have been planned so that graduates may meet the academic criteria for registration as a psychologist in Ontario through examination by the Ontario Board of Examiners in Psychology (OBEP). Students anticipating eventual registration are advised to plan their individual programs in conjunction with their faculty advisors to meet the academic criteria of OBEP. (See page 90 for information on OBEP registration.)

COMPREHENSIVE EXAMINATIONS

Ph.D. candidates in Educational Psychology and School Psychology, and Ed.D. candidates in Counselling (2) programs will be required to write comprehensive departmental examinations to cover their general psychology knowledge as well as their individual specialization.

EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. programs in Educational Psychology focus on applied cognitive science and community psychology. The M.Ed. and Ed.D. programs focus on the psychology of teaching and community psychology. Students interested in the M.Ed. and Ed.D. programs must indicate the focus they are interested in when they apply.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

The program features two different focuses. Students will be expected to apply for one of the two described below.

FOCUS ON TEACHING

This program emphasizes the psychology of instruction, and is intended primarily for teachers wishing to reflect on and improve their classroom teaching.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) Teacher certification;

(c) At least one year of professional experience.

Program of Study

Those admitted are expected to take at least six half-courses in the Department of Applied Psychology with an emphasis in Educational Psychology. Some students may pursue their degree under Option I, but students who anticipate possible admission to the Ed.D. in Teaching will be required to study under Option II. The program (which may be undertaken on a full- or a part-time basis) should be arranged in consultation with the student's faculty advisor.

FOCUS ON COMMUNITY PSYCHOLOGY

Designed primarily for individuals interested in a community orientation to social problems with an accent on social-class, gender, and ethnic issues.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) A year of professional experience.

Program of Study

Those admitted are expected to take at least four half-courses with a heavy emphasis in community psychology. Additional courses with an emphasis in community development may be taken in other departments of the Institute. A core course in community psychology and a practicum in a community setting will be required. Students may pursue this degree under Option I or Option II. However, students planning to seek admission to the doctoral program should follow Option II.

The complete program (which may be undertaken on a full- or a part-time basis) should be arranged in consultation with a faculty advisor.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

Students pursuing this degree must follow the Applied Cognitive Science focus or the Community Psychology focus.

FOCUS ON APPLIED COGNITIVE SCIENCE

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdisciplinary Focuses" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements

(a) A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.

(b) MAT and GRE scores are not required.

Program of Study

(a) Six half-courses;

(b) A thesis.

Residence Requirement

One year of full-time study. (See page 15.)

FOCUS ON COMMUNITY PSYCHOLOGY

The M.A. program is designed to introduce candidates to social psychological theory and research relating to community issues that involve an analysis of class, gender, and ethnicity.

Admission Requirements

(a) A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.

(b) MAT and GRE scores are not required.

Program of Study

(a) Six half-courses;

(b) A thesis.

Residence Requirement

One year of full-time study. (See page 15.)

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

This program features two different focuses. Students will be expected to apply specifically for one of the two described below.

FOCUS ON TEACHING

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; or to act as specialists in in-service training and as staff members in agencies offering psychological services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements

(a) A University of Toronto M.Ed. degree with specialization in Teaching, or the equivalent, with B+ standing or better;

(b) If accepted, a Qualifying Research Paper (see page 32), to be successfully completed before registration in the program.

Program of Study

(a) A minimum of eight half-courses, four of which must be in Applied Psychology;

(b) A thesis.

Residence Requirement

One year of full-time study. (See page 15.)

TEACHING WITH AN EMPHASIS IN MULTICULTURAL STUDIES

Students interested in combining their interests in teaching and multiculturalism at a doctoral level may do so by entering the Ed.D. in Teaching and focussing on multicultural studies. Eight half-courses are required, plus a thesis.

FOCUS ON COMMUNITY PSYCHOLOGY

This program is designed primarily for practitioners in community settings with either an educational or a social psychological emphasis, and for persons who wish to develop expertise leading to professions in community settings. Embedded in this focus is an interest in analysis of class, gender, and ethnic issues.

Admission Requirements

(a) A University of Toronto M.Ed. degree with specialization in Applied Psychology, or the equivalent, with B+ standing or better;

(b) If accepted, a Qualifying Research Paper (see page 32), to be successfully completed before registration in the program.

Program of Study

(a) A minimum of eight half-courses, four of which must be in Applied Psychology, with a heavy emphasis in community psychology, and must include a practicum in a community setting;

(b) A thesis, which normally involves community development for a community setting or a critical reflection upon an existing program.

Residence Requirement

One year of full-time study. (See page 15.)

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

The program features two different focuses. Students will be expected to apply for one of the two described below.

FOCUS ON APPLIED COGNITIVE SCIENCE

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied

Cognitive Science. (See "Interdisciplinary Focuses" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements
A University of Toronto M.A. degree with specialization in Applied Cognitive Science, or the equivalent, with B+ standing or better. Applicants who hold other than the above degree must submit a copy of their thesis, if applicable, or a paper that represents their best work.

Program of Study
(a) A minimum of six new half-courses, four of which must be in Applied Cognitive Science and will constitute the major. Also two minor subjects: one comprises two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto; the other could be satisfied by credit from a relevant master's degree (see page 35).

(b) A comprehensive examination for all candidates who commenced the Ph.D. degree program after July 1, 1986;

(c) A thesis.

Residence Requirement
A minimum of two years of full-time study. (See page 15.)

FOCUS ON COMMUNITY PSYCHOLOGY

This program is designed primarily for persons desiring expertise in community psychology leading to professions in universities or in community settings (e.g., school boards, social agencies) as either researchers or practitioners. Embedded in this focus is an interest in analysis of class, gender, and ethnic issues.

Admission Requirements
(a) A University of Toronto M.A. degree with specialization in Applied Psychology, or the equivalent, with B+ standing or better;

(b) For candidates with non-thesis master's degrees, if accepted, successful completion of a Qualifying Research Paper (see page 34) before registration in the program.

Program of Study
(a) A minimum of eight new half-courses, four of which must be in community psychology and will comprise the major, and four other courses normally divided into two minor areas;

(b) A comprehensive examination for all candidates who commenced the Ph.D. degree program after July 1, 1986;

(c) A thesis.

Residence Requirement
A minimum of two years of full-time study. (See page 15.)

COUNSELLING PSYCHOLOGY

Applicants contemplating an M.Ed. program related to counselling should note that there are three alternative programs described below; they should consider each in relation to their own areas of interest. Note also that there are two Ed.D. programs.

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from the Registrar, Services Section, Ministry of Education, 18th floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling (1).

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) Teacher certification;

(c) At least one year of teaching experience.

In addition to the general requirements listed above, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:

(a) A course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level.

or

(b) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and one additional half-course in Applied Psychology.

or

(c) The Ontario Specialist Certificate in Guidance.

Program of Study

Candidates may pursue this program on a full- or part-time basis.

Students commencing the M.Ed. in Guidance and Counselling program July 1, 1986, and thereafter have the option of completing their program either under the Institute's Option I (ten half-courses plus a comprehensive examination) or under the Institute's Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

The program is planned by the student in consultation with the faculty advisor and cannot be reduced because of guidance certificates held. Within the five half-courses required in Applied Psychology every program must include counselling theory and a practicum experience.

Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

MASTER OF EDUCATION IN COUNSELLING (1)

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics and multicultural counselling, and community mental health centres.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year if pursued on a full-time basis, or mid-B in the five most recent and most senior full course equivalents if the degree was pursued on a part-time basis;

(b) At least one year of relevant experience.

Program of Study

Students commencing the M.Ed. in Counselling (1) program July 1, 1986, and thereafter have the option of completing their program either under the Institute's Option I (ten half-courses plus a comprehensive examination) or under the Institute's Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

Individual programs will be worked out by the student in consultation with a faculty advisor. Within the five half-courses required in Applied Psychology every program will contain counselling theory and a practicum.

Students who complete this program and

who possess a four-year undergraduate degree in psychology may apply for admission to either the Ed.D. (1) or (2). In the case of (2), however, the M.Ed. degree must have been pursued on a full-time basis.

MASTER OF EDUCATION IN COUNSELLING (2)

This program is limited to applicants who are planning to apply to continue their studies through the Ed.D. in Counselling (2) program. (See the Ed.D. (2) program below.) However, admission to the M.Ed. (2) does not guarantee admission to the Ed.D. in Counselling (2). M.Ed. (2) students will be considered for admission to the Ed.D. (2) program together with all other applicants. Only a small number of applicants are accepted into this program each year.

Admission Requirements
(a) A University of Toronto four-year undergraduate degree in psychology, or an equivalent degree, with mid-B standing or better;
(b) No MAT or GRE score is required.

Program of Study
The M.Ed. degree program in Counselling (2) for students commencing July 1, 1986, and thereafter will be pursued under the Institute's Option II (eight half-courses plus a research project/paper). The research project/paper will be under the supervision of the student's faculty advisor. Students will plan their program in consultation with the faculty advisor. Every program will include counselling theory and practicum, which will constitute at least the equivalent of five half-courses in Counselling Psychology.

Residence Requirements
Residence is required from September to April, which represents the Regular Session. (See page 15.) Normally six half-courses are taken during this period. The remaining two half-courses can be undertaken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY)

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two options – Ed.D. (1) and Ed.D. (2) – in the study of counselling at this level. They are distinguished from one another principally on the basis of the requirements for admission and the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the options themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

ED.D. IN COUNSELLING (1)
Counsellor training in this option emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal coun-

selling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting. Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements
In addition to the general requirements for admission to the Doctor of Education programs stated on page 32, the Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling from the University of Toronto, or an equivalent degree, with B+ standing or better.

(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

(c) Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study
Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, five of which must be in Counselling Psychology.

Residence Requirements
Each student must remain in residence at OISE for one full year, and in addition serve a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, and are encouraged to enter the year of residence within two years of admission to the program.

Internship Requirements
The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

COUNSELLING WITH AN EMPHASIS IN MULTICULTURAL STUDIES

Students interested in combining their interests in counselling and multiculturalism at a doctoral level may do so by entering the Ed.D. in Counselling (1) and focussing on multicultural studies.

ED.D. IN COUNSELLING (2)

The principal emphasis in this option is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

Admission Requirements
The Department of Applied Psychology specifies the following:

(a) A four-year undergraduate degree in psychology from the University of Toronto, or an equivalent undergraduate degree.

(b) The applicant must normally hold an M.Ed. (2) degree with specialization in Counselling from the University of Toronto, or an equivalent degree, with B+ standing or better. Students who have the equivalent course requirements but lack the internship requirement of the M.Ed. (2) program may be admitted under the condition that this requirement will be included in the doctoral program.

(c) Applicants who hold an appropriate master's degree in psychology or a closely related area may be admitted to the Ed.D. (2) program.

(d) Applicants who hold an M.Ed. (2) or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study
Students will plan their individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in counselling psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues. The Courses covering these areas are required. If a student has completed the M.Ed. (2) degree, eight half-courses will be required.

Students must take at least the equivalent of five half-courses in Counselling Psychology.

Residence Requirements
Two years of residence are required of students entering the Ed.D. (2) program.

Internship Requirements
All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience. Students entering the Ed.D. (2) program will undertake their first internship during their first year in residence. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. Students should plan to contact the Coordinator by May 15 in order to arrange the best match between student needs and field placement availability.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Examinations
In addition to normal course requirements, students will twice be examined systematically, once in general psychology and once in professional psychology. The first is a

qualifying examination in general psychology, which will normally be taken during the first year of residence. It will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The second examination, to be taken upon completion of coursework requirements, is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

SCHOOL PSYCHOLOGY

The School Psychology Division offers programs in both School and Early Childhood.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school and community settings.

Admission Requirements
Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree in psychology. Those with three-year undergraduate degrees in psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

Program of Study
The program normally requires a minimum residence period of two academic years.

The program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis. At least nine half-courses should be taken in the Department of Applied Psychology, five of which must be in School Psychology.

Students in consultation with a faculty advisor will devise an individualized program that takes into account the student's academic and professional background and preferences, departmental rules, and course availability.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

Like the master's program above, this program is intended to prepare a person to help in the solution of practical psychoeducational problems, as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably find themselves in positions of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive applied and scientific preparation than is usually expected for positions requiring the master's degree.

Admission Requirements
Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in psychology or equivalent, and with the two-year M.A. (School Consultant Option) described above. However, a limited number of outstanding students holding an appropriate master's degree in psychology from elsewhere may be admitted to a two-year doctoral program.

A student accepted into the Ph.D. program having already earned from another university a master's degree in applied psychology that is not considered to be equivalent to the M.A. (School Consultant Option) program will be required to take a three-year doctoral program with a minimum of twelve half-courses. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Program of Study
Students entering a two-year Ph.D. will be required to complete a minimum of eight half-courses. Their program, which should be arranged in consultation with a faculty advisor, should take into account their academic and professional background and preferences, departmental rules, course requirements already met, course availability, and internship requirements. The majority of the courses should be taken in the Department of Applied Psychology and should include at least three in School Psychology.

In addition, all students proceeding to a Ph.D. degree in School Psychology are required to complete a dissertation. Comprehensive examinations in core areas of psychology and professional specialization are also required.

MASTER OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

Students entering this focus will have had experience as teachers and/or early childhood specialists. The aim of the program of study is to increase the students' understanding in the areas of cognition, language, emotionality, and social and physical development. The training will be interdepartmental and may involve further practical experience.

Admission Requirements
(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) A year of experience working with children in an approved setting;

(c) A minimum of one undergraduate course in child development.

Program of Study
A program of study will be developed with an advisor and will require at least three half-courses in Applied Psychology with a heavy emphasis in early childhood, plus optional courses from the Department of Applied Psychology and other departments. If doctoral study is anticipated, at least four half-courses should be taken in Applied Psychology that are relevant to early childhood.

Students may follow either Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). However, anyone planning to eventually apply to the Ed.D. program in Early Childhood should follow Option II.

Residence Requirement
This program may be undertaken on either a part- or a full-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

This program is designed primarily for persons who have had considerable experience working with children – for example, as teachers or as specialists in child psychology or child welfare at the master's level – and who wish to develop their professional expertise. The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Graduates of this program will be prepared to assume senior positions at decision-making levels in areas related to children's development and growth and/or at the practice level within the children's field.

Admission Requirements
(a) A University of Toronto M.Ed. degree in Early Childhood, or its equivalent, with B+ standing or better and with a minimum of four Applied Psychology courses relevant to early childhood;

(b) Successful professional experience in early childhood education or in a relevant field;

(c) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence would include a high-quality project report, a Qualifying Research Paper, or a master's thesis. After the screening interview, the selection team will then be responsible for the evaluation of the candidate's ability and promise in research and development.

Program of Study
The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Each program is individually designed by the student and a faculty advisor. Every attempt is made to ensure coordination of the program with the student's career, interests, and course requirements.

(a) A minimum of eight half-courses are required, four of which must be taken in the Department of Applied Psychology.

(b) The Ed.D. thesis will report the results of a study that addresses theoretical issues applicable to professional concerns and practice, or that focusses directly on empirical aspects of educational practice.

Residence Requirement
One year of full-time study is required. Ordinarily the first courses are taken on a part-time basis. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

The M.A. program emphasizes research in the field of early childhood with an integration of child developmental research and theory, classroom practice, and educational issues.

Admission Requirements
A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better.

Program of Study
(a) Six half-courses;

(b) A thesis.

Residence Requirement
One year of full-time study to be undertaken at the beginning of the program.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

This program emphasizes conducting original research in the field of early childhood. Students involved in this program are expected to undertake an internship within either an educational or a clinical setting.

Admission Requirements
(a) A University of Toronto M.A. degree in Early Childhood, or the equivalent, with B+ standing or better;

(b) Professional experience in early childhood education or a relevant field.

Program of Study
(a) A minimum of eight new half-courses, four of which must be in Early Childhood and will comprise the major, plus four other courses normally divided into two minor areas;

(b) An internship;

(c) A comprehensive examination for all candidates who commenced the Ph.D. degree program after July 1, 1986;

(d) A thesis.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs outlined in Educational Psychology, Counselling Psychology, and School Psychology meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. All applications must include a rationale for taking a Special Purposes M.Ed. program. In addition, they must indicate course preferences. Further information will be found on page 29. The Special Purposes M.Ed. degree programs for students commencing July 1, 1986, and thereafter, will be pursued under Option II (eight half-courses plus a research paper).

Please note: All new applications for this program commencing in the Regular Session or the Summer Session *must be submitted by February 1*. All continuing students must submit pre-enrolment forms for course selection by *April 13*. While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in some courses well before this date.

MASTER OF EDUCATION WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare educators and counsellors living in a multicultural and multiracial society. Those who intend to work, or are working, in a multicultural school or community setting will find these courses particularly relevant. Courses offered are also appropriate for Canadian students interested in working and living in other cultures as well as international students.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better.

(b) Psychology courses at the undergraduate level are desirable but are not a prerequisite for admission.

(c) At least one year of successful employment. Experience working in the multicultural field is desirable but is not a prerequisite for admission.

Program of Study

Students commencing the M.Ed. program July 1, 1986, and thereafter have the choice of completing their program under the Institute's Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto. Aaron Wolfgang and Peter Gamlin are the coordinators of the focus. A program of study should be worked out by each student in consultation with these faculty coordinators. A minimum of three half-courses must be taken in the Department of Applied Psychology. If doctoral study is contemplated, at least four half-courses must be taken in the department.

THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY AND THE REGULATION OF THE PRACTICE OF PSYCHOLOGY IN ONTARIO

The practice of psychology in the Province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral program or from any graduate program in psychology does not in itself qualify a person to practise as a psychologist. The Ontario Board of Examiners in Psychology (OBEP) regulates the practice of psychology and examines candidates for registration as psychologists in Ontario. For further information contact

The Registrar
The Ontario Board of Examiners in Psychology
101 Davenport Road
Toronto, Ontario M5R 1H5

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice for a fee.

"The Board does not approve private practice by candidates on the Temporary Register, and certainly cannot countenance similar activities by students.

"By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

Students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, students may enrol in more than two half-courses by arrangement with their advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1270s, 1280s, 1290s, 3270s, 3280s, and 3290s; all of these are in the Department of Special Education.

1200 F,S,H INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff

1201 F,S,H CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin

1202 F,S,H THEORIES AND TECHNIQUES OF COUNSELLING

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration.

Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Counselling students will have priority for enrolment in this course.
J. Wine and staff

1203 Y PRACTICUM IN COUNSELLING

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting.

In addition to regular class meetings and time spent in individual supervision with the instructor, M.Ed. students in counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

Note: Practicum plus class work during the Summer Session takes a full day each day of the week.

Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: 1202F,S,H, for counselling students only. Full-time Counselling students may take it concurrently with 1202F,S,H.
M. A. Guttman and *J. C. Weiser*

1205 H INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford-

Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.

Prerequisite: Permission of the instructor.

K. Henderson

1206 F,S,H SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

An examination of theoretical aspects of human cognition and their relevance to everyday life. Theoretical topics include the representation of knowledge, knowledge acquisition in reading and learning, and maintaining knowledge in memory. Practical topics include cognition and instruction, cognition and the law, memory in everyday life, and individual differences in cognition.

Staff

1207 F,S,H MOTIVATION IN EDUCATIONAL CONTEXTS

Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.

K. Henderson

1209 F,S,H SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Policy alternatives such as cooperative education, social realism and stereotyping in curriculum, and teacher democracy will be explored in the context of a socialist humanist theory. The roots of socialist humanism including neo-Marxism and utopian cases such as the Israeli Kibbutz will be developed.

J. Quarter

1210 F,S,H LEARNING STYLES AND TEACHING APPROACHES

Considers relation between student learning style and teaching approaches with an emphasis on how teachers can adapt their approaches. In addition to reviewing relevant research, students will engage in experiential exercises and view demonstration tapes.

D. Hunt

1212 F,S,H PSYCHOLOGICAL ASPECTS OF COUNSELLING AND TEACHING NEW CANADIANS

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, non-verbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.

Prerequisite: Permission of the instructor.

A. Wolfgang

1213 Y INTERCULTURAL PRACTICUM

The purpose of the practicum is to allow students in the multicultural focus to gain experience in various cultural settings. Students will meet with faculty to discuss these experiences. A wide range of settings in cross-cultural counselling and more generally in intercultural education are available. An emphasis will be placed on the acquisition of skills that sensitize students to other cultures. In addition, skills in conducting applied research in a multicultural context will be developed.

P. Gamlin

1214 F,S,H RESEARCH SEMINAR IN MULTICULTURAL STUDIES

The course is designed to enable students to do an extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to do a review of the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do field work to collect data ranging from interviewing and visiting ethnic neighborhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.

Prerequisite: Permission of the instructor.

A. Wolfgang

1216 Y PSYCHOEDUCATIONAL ASSESSMENT

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children–Revised, as well as educational testing, and tests of special abilities and adaptive behavior. Assessment of culturally different and exceptional children.

Prerequisite: This course is normally limited to students in the School Psychology program. Others by permission of instructor only.

D. Shipe and *R. B. MacIntyre*

1217 F,S,H BEHAVIOR MANAGEMENT IN THERAPY AND EDUCATION

A review of behavioral management and self-management theories and techniques applicable to clinical and school settings. Emphasis will be on developing skills in analysis of behavioral units and in establishing effective intervention contracts. Application of skills in a practical setting and a self-management project will be included.

R. B. MacIntyre

1219 F,S,H ETHICAL ISSUES IN APPLIED PSYCHOLOGY

Ethical issues arising from psychological research and practice are examined with reference to historical, social, legal, and collegial influences. Standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.

K. Henderson

1220 Y SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART I

Discussion of professional relations in schools and strategies of applying psychological principles to educational problems. Includes seminar and observational practicum in schools. School Psychology students only. Ordinarily taken in the first year of the School Psychology M.A. program.

S. Miezitis and *O. Weininger*

1221 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART II

Further examination and discussion of professional relations in schools, ethical considerations, strategies of applying psychological principles to educational problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only. Ordinarily taken in the second year of the School Psychology M.A. program.

Prerequisite: 1219F,S,H and 1220Y.

S. Miezitis and *O. Weininger*

1224 F,S,H PSYCHOPATHOLOGY OF INFANCY AND CHILDHOOD

Consideration of the process of atypical behavior development in children, focussing on etiology, characteristics, and social, psychological, and educational consequences, as well as on potential for change. These aspects will be examined against the background of the normal personality development.

O. Weininger

1225 F,S,H PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.

Prerequisite: This course is limited to students in the School Psychology program who have completed 1216Y. Permission of the instructor is required.

Staff

1226 F,S,H SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in

Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

1227 H PRACTICUM IN EDUCATIONAL PSYCHOLOGY

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.
P. Gamlin and staff

1228 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART I

This course will examine one of several contemporary models of psychotherapy such as Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy. The particular model to be examined will be named in the schedule of courses each year.
Staff

1229 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART II

Each year this course will examine a model different from that dealt with in 1228F,S,H.

Prerequisite: Permission of the instructor.
Staff

1230 F,S,H PSYCHOLOGICAL ASSESSMENT OF INFANT AND PRESCHOOL CHILDREN

This course will cover the techniques most commonly used in assessing young children's cognitive, motor, social, and language development. The Bayley, Griffiths, McCarthy, and WPPSI tests will be covered in addition to a number of others. The use of the tests for screening purposes will also be covered. The assessment of young children will be placed in its theoretical and historical context. General principles of assessment and report writing will be included. Students will do a practicum.
D. Shipe

1232 F,S,H PSYCHOEDUCATIONAL APPRAISAL IN TEACHING YOUNG CHILDREN

Theory and practice in early assessment and intervention. Use of classroom observation and diagnostic teaching approaches in the assessment of learning styles. Experimentation with alternative teaching styles and classroom intervention strategies to enhance student motivation and learning.

Prerequisite: Permission of the instructor.
S. Miezitis

1233 F,S,H PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES: CONCEPTUAL DIMENSIONS

Conceptual issues fundamental to educational practice are examined from several theoretical and empirical perspectives, primarily those of Applied Cognitive Science. Such issues as cognitive development, language development, moral development, learning, instruction, abilities, and motivation are examined with a view both to increasing psychological understanding and to improving educational practice. For M.A. candidates in Educational Psychology; otherwise by permission of the instructor.
Staff

1234 F,S,H FOUNDATIONS OF COGNITIVE SCIENCE

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition. *This course is offered*

jointly between the graduate department of Education and the McLuhan Program in Culture and Technology and carries the identifier JME rather than EDT.
D. R. Olson and *E. C. Olsen*

1237 F,S,H INTELLECTUAL DEVELOPMENT AND INSTRUCTIONAL DESIGN

The purpose of this course is to provide students with a basic understanding of the manner in which children's thought processes develop during the preschool, elementary school, and high school years; also to develop skills for utilizing this understanding to improve the design of classroom and remedial learning activities during each period.
Staff

1238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY

A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

1239 F,S,H LANGUAGE OF THE ARTS IN THERAPY AND TEACHING

A consideration of therapy and teaching as dialogues, as a narrative mode, and as a search for a language for existing: recreating language beginning from its potential as dialogue; thinking as basically the way we describe and understand and interpret the stories of ourselves and others; repairing the basic image of rupture in humans through potentiating personal expressive modes. An articulation of the language of the creative arts (linguistic, pictorial, sculptural, musical, choreographic, etc.) is emphasized.
V. Darroch-Lozowski

1241 F,S,H EVALUATING METHODS IN EARLY EDUCATION AND CHILD CARE

This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of intervention factors, will be considered. Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.
A. Biemiller

1242 F,S,H DEVELOPMENTAL PATTERNS IN EARLY CHILDHOOD AND ELEMENTARY YEARS

This course will provide an introduction to child study and child development in the early childhood and elementary years. Topics will include: the evolution of the study of children; maturation and individual differences; cognitive development and readiness; emotional development and attachment; social skills and social behavior; and the implications of knowledge about development for fostering thriving children.
A. Biemiller and *O. Weininger*

1243 F SEMINAR IN COMMUNITY PSYCHOLOGY AND COMMUNITY DEVELOPMENT: PART I

This is an introductory seminar for the Community Psychology focus in Educational Psychology. The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
J. Quarter and *E. V. Sullivan*

1244 S SEMINAR IN COMMUNITY PSYCHOLOGY AND COMMUNITY DEVELOPMENT: PART II

A development of the topics in 1243F.
Prerequisite: 1243F.
J. Quarter and *E. V. Sullivan*

1245 F RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY: PART I

The research practicum in Community Psychology prepares students for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.
J. Quarter and *E. V. Sullivan*

1246 S RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY: PART II

A development of the topics in 1245F.
Prerequisite: 1245F.
J. Quarter and *E. V. Sullivan*

1247 H PRACTICUM IN ADULT COUNSELLING (Pass/Fail)

This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.
Staff

1248 F,S,H PSYCHOLOGY OF SEXISM IN EDUCATION AND RELATED METHODOLOGIES

The course will focus on the ways that selection of research questions, conduct of research, and interpretation of findings in research on sex differences in cognitive, social, and emotional factors have perpetuated sexism in education at all levels. Emphasis on research methods will include examination of ways that some current researchers are breaking the self-perpetuating link between sexist attitudes and research and are developing new ways of understanding sex similarities and differences.
P. J. Caplan

1250 F,S,H FUNDAMENTAL CONCEPTS OF PSYCHOSYNTHESIS: PART I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course will feature experiential as well as didactic techniques.
J. C. Weiser

1251 F,S,H FUNDAMENTAL CONCEPTS OF PSYCHOSYNTHESIS: PART II

This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature experiential as well as didactic techniques.
Prerequisite: 1250F,S,H.
J. C. Weiser

1252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1253 F,S,H FEMINIST ISSUES IN COUNSELLING PSYCHOLOGY AND PSYCHOTHERAPY

The course examines the models of human functioning that underlie approaches to treatment and helping services provided for women, with particular attention to sociohistorical context. The first part of the course deals with traditional images of women in Western culture, particularly as evidenced in psychology, psychiatry, and psychoanalysis. The latter half of the course explores feminist models of human functioning and associated helping services, especially non-sexist and feminist therapies.
J. Wine

1257 F,S,H FEMALES' PSYCHOLOGICAL DEVELOPMENT

Both traditional and modern theories of aspects of human psychological development pertaining to females will be critically examined. Special emphasis will be placed

on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
P. J. Caplan

1258 F,S,H THE PSYCHOLOGY OF MOTHERHOOD AND ITS RELATEDNESS TO EDUCATION

Mothers play a major role as educators and guides of their children's development as well as providing essential support to the formal school system. The psychology of being and of having a mother is examined, with special emphasis on recent feminist analyses of the mother's role. Topics to be covered depend partly on the interests of the students who enrol but will include single mothers, mothers of color and immigrant mothers, lesbian mothers, stepmothers, aging mothers, mother–daughter and mother–son relationships, and the nature of psychological barriers between mothers and both their young and their adult offspring.
P. J. Caplan

1261 F,S,H GROUP WORK IN COUNSELLING

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
J. C. Weiser and *A. Wolfgang*

1266 F,S,H CAREER COUNSELLING DEVELOPMENT: TRANSITION FROM SCHOOL TO WORK

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
S. A. Alvi

1267 Y ADVANCED PRACTICUM IN COUNSELLING

A continuation of 1203Y, designed primarily for M.Ed. students.

Prerequisite: 1202F,S,H, 1203Y, and permission of the instructor.
Staff

1268 F,S,H CAREER COUNSELLING AND DEVELOPMENT: TRANSITIONS IN ADULTHOOD

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
S. A. Alvi

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION

An examination of knowledge – its representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
Staff

3202 F,S,H ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year doctoral students, under faculty supervision, will supervise M.A.

students in 1219F,S,H, 1220Y, and 1221F,S,H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1219F,S,H, 1220Y, and 1221F,S,H.

S. Miezitis and *O. Weininger*

3205 F,S,H RESEARCH METHODS IN APPLIED PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and applied problems in applied psychology.

The course is designed to lead to the development and refinement of a dissertation proposal.

M. Orme

3206 F,S,H RESEARCH SEMINAR IN DEVELOPMENT IN EARLY CHILDHOOD

An examination of certain conditions during the infancy and toddler period of development that will have an impact on later behavior. Normal development is studied with a view to recognizing deviations from it, and research literature focussing on this early period is explored with particular emphasis on attachment theory.

O. Weininger

3207 F,S,H RESEARCH SEMINAR IN CHILD DEVELOPMENT

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research that introduce strategies for evaluating change. The logic of single-subject and small-group research designs is considered as well as analyses used in large-group research. Statistical concepts and tests are introduced through examples and step-by-step computational procedures to help students understand how to apply statistical tests to experimental findings. Methodological issues in testing and assessment across cultures are examined in relation to developmental changes in behavior.

Prerequisite: Permission of the instructor.

P. Gamlin

3208 F,S,H RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

This seminar will cover the areas of emotional and affective processes during adolescence; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological dimensions of the adolescent years.

O. Weininger

3209 F,S,H PSYCHOLOGY OF LANGUAGE AND LITERACY

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes in perception, thinking, and instruction.

Prerequisite: Permission of the instructor.

D. R. Olson

3210 F,S,H RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves two persons or more. Examples are drawn from teacher–student, counsellor–client, and parent–child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.

D. Hunt

3212 F,S,H MOTIVATIONAL CONTEXTS AND LEARNING

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in

externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.
K. Henderson

3213 F,S,H FEMINIST ORGANIZING, COMMUNITY PSYCHOLOGY, AND EDUCATION

This course is an attempt to bridge the gap that frequently appears between theory and practice, a gap that is often concretely manifested among feminists as a division between academic and activist women. The literature reviewed in the course includes work focussed on activism and work that integrates theory and practice, as well as some central theoretical readings. Students are required to form small collectives and carry out feminist organizing projects in community psychology and education. In the context of these projects students are required to give evidence of familiarity with activism in the area of their projects both through reading and contact with feminist activists, as well as to provide ongoing analysis of the theoretical grounding for their work.

Prerequisite: Permission of the instructor.
J. Wine

3214 F,S,H CENTRAL NERVOUS SYSTEM INFORMATION-PROCESSING AND CHILDREN'S LEARNING

The relation between central nervous system organization and development and intellectual and cognitive skills is investigated. Also studied are organizational dysfunctions and subsequent psychological impairment of learning processes.

Prerequisite: Permission of the instructor.
O. Weininger

3215 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART I

Theories of counselling and psychotherapy are examined within a framework of current issues in psychology and are addressed through a constructive-developmental approach.
D. S. Abbey

3216 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.
A. Wolfgang

3217 Y PRACTICUM IN COUNSELLING PSYCHOLOGY

Prerequisite: Permission of the instructor is required of all students other than those in Counselling Psychology.
C. M. Christensen and staff

3218 F,S,H RESEARCH SEMINAR IN COUNSELLING

A weekly seminar focussing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.

Prerequisite: 3216F,S,H.
A. Wolfgang

3220 F,S,H ANALYSIS OF LEARNING TASKS

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time the course is offered it has a focus on a different instructional problem.
C. Bereiter

3221 Y DYNAMIC ASSESSMENT AND INSTRUCTION APPLIED TO MULTICULTURAL CONTEXTS

This full-year course will familiarize students with the theoretical framework of L. S. Vygotsky, focussed on children's learning strategies and on the socio-instructional dynamics that foster strategic/intentional learning. Vygotsky's concept of the zone of proximal development is central to research in this area. Zone theory is discussed in the context of traditional cognitive strategies research and in terms of its practical applications. In particular, dynamic-functional assessment procedures are contrasted with those of the more traditional norm-referenced model, considering the needs of ethnically diverse populations.

Prerequisite: Permission of the instructor.

P. Gamlin

3222 F,S,H ANALYSIS OF TEACHING STRATEGIES

Applied Focus: Direct consideration will be given to practice, analysis, and observation of teacher performance, and to basic teaching strategies. Exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. *Theoretical Focus:* Social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.

Prerequisite: Permission of the instructor.

M. Orme

3223 F,S,H PSYCHOEDUCATIONAL CONSULTATION: EFFECTING CHANGE IN THE SCHOOLS

Theory and practice in visualizing and effecting change in the schools. Impact of teacher and student perceptions and attitudes on teaching styles and learning approaches. A preventive orientation based on classroom observation is used in assessment and intervention. Implementation of an in-service training/teacher consultation model for rendering psychological services to the schools.

Prerequisite: Permission of the instructor.

S. Miezitis

3224 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. Several personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of the Rorschach technique within the framework of specific theories of personality and methods of scientific inquiry.

Staff

3225 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.

Staff

3227 F,S,H PLAY AND EDUCATION

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.

O. Weininger

3228 F,S,H THE CULTURAL EFFECTS OF MASS MEDIA ON HUMAN COGNITION: EDUCATIONAL DIMENSIONS

This course will focus on television and newspapers in order to attempt to examine the effects on culture and schooling. A critical theoretical perspective will endeavor to link media and their effect on social power within a cultural context.

E. V. Sullivan

3231 F,S,H OBJECT RELATIONS THEORY AND EDUCATIONAL IMPLICATIONS

This course will focus on the developmental framework proposed by Melanie Klein,

covering the paranoid schizoid and the depressive positions and the early oedipal. Cases will be presented and discussed.
O. Weininger

3233 F,S,H RESEARCH SEMINAR IN CAREER DEVELOPMENT

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S. A. Alvi and *M. A. Guttman*

3234 Y RESEARCH SEMINAR IN MULTICULTURAL STUDIES

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. Students will review, analyse, and redesign representative studies in the multicultural literature. It is expected that the review and research design will lead to the development of thesis proposals for many students.
P. Gamlin

3235 F,S,H CURRENT DEVELOPMENTS IN PSYCHOANALYSIS: SELF PSYCHOLOGY

This course focusses on the work of current psychoanalysts whose orientation is self psychology and the theory of intersubjectivity. Authors include Kohut, Basch, Stolorow, Wolf, Brandchaft, and Schwaber. Topics include empathy, intersubjectivity, transferences and countertransferences in the treatment of disorders of the self, and treating difficult patients. The course will be useful to those who plan to counsel students in an educational setting.

Prerequisite: 3243F,S,H, or its equivalent, or permission of the instructor.
S. Palef

3236 F,S,H USE OF GUIDED IMAGERY IN COUNSELLING AND PSYCHOTHERAPY

This is an advanced-level course for students in Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using Guided Imagery as a therapeutic tool. A background in Psychosynthesis or a familiarity with imagery as a tool for learning is essential.

Prerequisite: 1250F,S,H, or permission of the instructor.
J. C. Weiser

3237 F,S,H RECENT THEORETICAL ADVANCES IN INTELLECTUAL DEVELOPMENT

This seminar focusses on contemporary theories of intellectual development. Theories of particular developmental processes (e.g., sensorimotor development, development of quantitative skills) as well as general theories of development will be covered. The relevance of contemporary developmental theory for instruction will also be considered.
Staff

3238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY

Description as for 1238F,S,H.

3239 H GLOBAL ECOLOGICAL ISSUES FROM A COMMUNITY EDUCATIONAL PERSPECTIVE

An examination of global ecological issues, within a communitarian perspective, on social ethics: e.g., soil loss, smog, acid rain, the greenhouse effect, ozone layer depletion, radiation damage, fragile ecosystems (tropical rainforests, the Arctic), and water poisoning via domestic sewage, toxic chemicals, and industrial wastes. The course considers both educational means to increase awareness of these issues and community mobilization efforts in response to them. Thus, it combines

knowledge about the study of these problems with educational interventions that community mobilization can accomplish in dealing with them. Each student will investigate a particular community mobilization effort.
E. V. Sullivan

3240 F,S,H PROJECTIVE TECHNIQUES
An advanced course in nonverbal projective techniques, with an emphasis on the Differential Diagnostic Technique.
O. Weininger

3241 Y ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY
This course focusses on psychodiagnosis and psychotherapy, both of which contain theoretical and practical aspects.

Prerequisite: Students must have permission of the instructor. They must also have completed 1224F,S,H and be taking or have completed 3240F,S,H.
O. Weininger

3242 S INTERPRETIVE ANALYSIS OF BIOGRAPHIES: IMPLICATIONS FOR EDUCATION
The basis of the interpretive approach, as it will be discussed in this course, rests in aspects of existentialism and phenomenology, and the focus of the course will be the theoretical addressing of biographical narratives. Through aspects of interpretive inquiry, which requires a reconciliation between the world of researcher and the world of "other" studied, qualities of biographical discourse as found in life-speaking and life-writing will be reconceptualized.
V. Darroch-Lozowski

3243 F,S,H FUNDAMENTALS OF PSYCHOANALYSIS: PART I
This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
S. R. Palef

3244 F,S,H FUNDAMENTALS OF PSYCHOANALYSIS: PART II
This course deals with object relations theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Suttie, Klein, Balint, Winnicott, Fairbairn, Guntrip, Mahler, Kernberg, Miller, and Kohut.

Prerequisite: 3243F,S,H, or permission of the instructor.
S. R. Palef

3245 F ADVANCED RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY: PART I
This research practicum in Community Psychology prepares students for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.
J. Quarter and *E. V. Sullivan*

3246 S ADVANCED RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY: PART II
A development of the topics in 3245F.

Prerequisite: 3245F.
J. Quarter and *E. V. Sullivan*

3247 F,S COOPERATIVE AND COMMUNITY DEVELOPMENT: SOCIAL, PSYCHOLOGICAL, AND EDUCATIONAL PERSPECTIVES
This seminar analyses cooperative forms of social organization in the workplace, housing, community, and education. Both the practical organization of cooperatives and relevant theoretical issues are discussed.
J. Quarter

3248 F,S WORKPLACE AND ORGANIZATIONAL DEMOCRACY: SOCIAL, PSYCHOLOGICAL, AND EDUCATIONAL PERSPECTIVES
This course analyses experiments in the reconstruction of work, including worker cooperatives and community economic development. Both practical case studies and theory are discussed.
J. Quarter

3249 F METHODS IN CRITICAL SOCIAL ANALYSIS IN COMMUNITY PSYCHOLOGY

This course is designed to introduce students to tools of critical social analysis in order to understand and deal with critical community problems. Critical social analysis, as opposed to analytic and functional techniques, is designed to look at community problems and issues as "a totality." Using critical social analytic skills, we will consider simultaneously the personal and the political and economic, the profane and the sacred. Within this framework of analysis, there will be attempts to look dialectically not only within the above dimensions, but also at the complex interplay and interweaving of micro- and macro-social problems and their covariance. Specific topics for analysis include such areas as unemployment, housing, professionalism, the role of the mass media, health care, etc. Critical social analysis refers to those dimensions in the community that are connected to "social power." Examples of such dimensions are class, gender, and race. The object of social analysis is to examine factors and groupings of social power that are related to community mobilization and change.

Prerequisite: 1243F and 1244S.

E. V. Sullivan

3252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252F,S,H.

3266 F,S,H SEMINAR: APPLICATIONS OF PSYCHOLOGICAL ANALYSIS AND RESEARCH METHODS

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required of Ed.D. students in Educational Psychology; open to other doctoral students by permission of the instructor.

Staff

3268 F,S,H EARLY EDUCATIONAL INTERVENTION: THEORY AND PRACTICE

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.

D. Shipe

Curriculum

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, and Chairperson of the Department, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of technology and research to curriculum; student and program evaluation)

Admission inquiries should be directed to:
ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor
(critical pedagogy and cultural studies; ideological analyses of text and discourse; implications of popular culture for curriculum development and teaching)

J. PATRICK B. ALLEN, *Ph.D. (Essex)*
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

EDWARD J. BARBEAU, *Ph.D. (Newcastle-upon-Tyne)*
Professor, cross-appointed from the Department of Mathematics, University of Toronto
(mathematical analysis; history of mathematics; lay education in mathematics; mathematical contests; secondary and university curriculum)

SUSANNE CARROLL, *Ph.D. (Montréal)*
Assistant Professor
(first- and second-language acquisition; linguistic theory; psycholinguistics; second-language education)

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)*
Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Professor, and Director, Joint Centre for Teacher Development
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific enquiry as a basis for science curriculum)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A.*
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

JAMES P. CUMMINS, *Ph.D. (Alberta)*
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; learning disabilities)

MARCEL DANESI, *Ph.D. (Toronto)*
Professor, cross-appointed from the Department of Italian Studies, University of Toronto
(heritage languages; bilingualism; applied psycholinguistics; second-language teaching methodology; materials development)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor, cross-appointed from History and Philosophy of Education

ESTHER GEVA, *Ph.D. (Toronto)*
Assistant Professor, cross-appointed from Special Education

GILA HANNA, *Ph.D. (Toronto)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

BIRGIT HARLEY, *Ph.D. (Toronto)*
Assistant Professor
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

BRENT S. KILBOURN, *Ph.D. (Toronto)*
Associate Professor
(analysis of teaching, classroom interaction, pedagogical knowledge, professional development, science education)

SHARON LAPKIN, *Ph.D. (Toronto)*
Associate Professor
(educational linguistics of French; French language studies; bilingual education)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed from History and Philosophy of Education

RAYMOND MOUGEON, *Ph.D. (McGill)*
Associate Professor, cross-appointed to the Centre for Franco-Ontarian Studies
(sociolinguistics; minority language maintenance or loss; Canadian French; acquisition of French)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Professor, cross-appointed from Applied Psychology

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(evaluation and curriculum; classroom studies)

MERRILL K. SWAIN, *Ph.D. (California at Irvine)*
Professor, and Head, Modern Language Centre, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics, particularly psychology of language learning and bilingualism; research in French immersion education)

A. IZZIE WEINZWEIG, *Ph.D. (Harvard)*
Professor
(development of mathematics concepts; language in mathematics; use of computers in teaching mathematics)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(curriculum research; program evaluation; inquiry in professional activity; relationships between school and non-school environments such as museums, work, home)

C. GORDON WELLS, *Ph.D. (Bristol)*
Professor
(language development both spoken and written; language and learning across the curriculum; classroom interaction; collaborative research with teachers)

JOYCE A. WILKINSON, *Ph.D. (Minnesota)*
Associate Professor
(interdisciplinary arts education, creative arts therapies, and arts teacher education, specifically in the areas of elementary/early childhood, multicultural, gifted, and special education)

DALE M. WILLOWS, *Ph.D. (Waterloo)*
Associate Professor, cross-appointed from Special Education

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

BENOIT CAZABON, *Ph.D. (Sherbrooke)*
Associate Professor
(Franco-Ontarian education; pedagogy of French as a first or second language; educational linguistics; sociolinguistics; language assessment)

NORMAND J. FRENETTE, *M.Ed. (Toronto)*
Project Director, cross-appointed from the Centre for Franco-Ontarian Studies
(Franco-Ontarian studies; classroom

interaction research; curriculum development; curriculum processes; language and semiotics)

LYNNE HANNAY, *Ph.D. (Ohio State)*
Assistant Professor, OISE Midwestern Centre
(curriculum development and policymaking; moral education; social studies education)

JACK MILLER, *Ph.D. (Toronto)*
Professor, and Head, OISE Niagara Centre
(curriculum orientations; holistic education; social studies education; values education)

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor, and Head, OISE Northeastern Centre, and Head, OISE Midnorthern Centre
(mathematics learning; complex intellectual functions; curriculum decision-making)

JOHN A. ROSS, *Ph.D. (McMaster)*
Professor, and Head, OISE Trent Valley Centre, and Field Centre Division Head
(curriculum development; school change; program evaluation)

WAYNE SELLER, *M.Ed. (Lakehead)*
Project Director and Head, OISE Northwestern Centre
(curriculum implementation and evaluation; coaching as an implementation strategy)

ASSOCIATED INSTRUCTORS:

JOHAN L. AITKEN, *Ph.D. (Toronto)*
Professor, Faculty of Education, University of Toronto

ELIZABETH BERNHARDT, *Ph.D. (Minnesota)*
Associate Professor, Ohio State University

DAVID BOOTH, *M.Ed. (Durham)*
Head, Dramatic Arts, Faculty of Education, University of Toronto

JOHN DEL GRANDE, *Ed.D. (Toronto)*

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Counselling and curriculum specialist

LOUIS STOKES, *Ph.D. (California at Berkeley)*

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PROFESSOR EMERITUS:

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*

CONFIDENTIALITY OF STUDENT FILES

Department of Curriculum students have access to their own personal files in the department. All letters of reference written to the department on behalf of a student applying for admission to the department may be reviewed by the student. The department will, however, respect the wishes of external agencies who specifically require that recommendations made by them remain confidential as well as individual referees who request confidentiality.

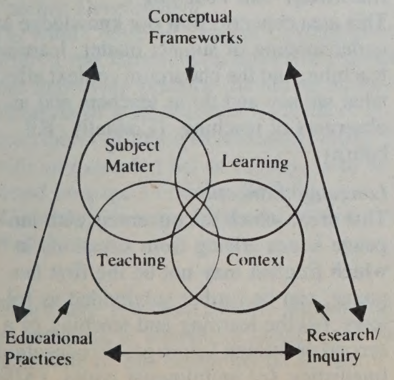
PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto.

The Department of Curriculum is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. We are concerned with such fundamental issues as: What should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

Each of these components also needs to be considered from a number of different perspectives, both singly and in relationship to each other: conceptual frameworks, educational practices, and research/inquiry. The conceptual frameworks perspective helps us to understand curricular problems by reference to, and comparisons among, various theories that bear on curriculum. The educational practices perspective affords us the opportunity to view curricular issues with the benefit of the accumulated knowledge of educational practitioners. The research/inquiry perspective is useful in seeking systematic solutions to curricular problems. All of these perspectives will be viewed through each individual's personal experiences and orientations.

The following diagram is suggestive of the relationships between and among the three perspectives of conceptualization, educational practices, and research/inquiry and the four curricular components: subject matter, learning, teaching, context.



As practised in this department, therefore, the study of curriculum involves the consideration of issues and factors influencing the conceptualization, design, implementation, and evaluation of the curriculum through an examination of learning and teaching situations, instructional practices, the organizational structure of institutions, policy-making, and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationships between curriculum, the nature of knowledge, and the dynamics of communication in the context of learning and teaching situations. Research skills appropriate to such study are developed through coursework within the department.

Some programs and specific courses within the department may highlight a particular component of curriculum: for example, subject matter in the form of language, the arts, or other school program areas. Or, for example, some may highlight a particular perspective, such as evaluation methods in educational practice. Nevertheless, although students may concentrate in a particular area, we actively promote a concern for the interplay among the various educational components and perspectives. For example, a student might study the conceptualization of language or the arts as instructional media, as they relate to the various components of curriculum, or concentrate upon the effects of political, social, and economic theory on what is taught and to whom. The department believes that there is an inextricable link between theory and practice and actively promotes reflexivity between the two. Thus, students interested in educational practice learn to adopt this perspective with a reflective stance, and those with conceptual interests to cultivate the ability to contextualize curricular phenomena. These links between conceptual frameworks, educational practices, and research/inquiry are very much a feature of thesis work within the department.

Within this common framework, most students will wish to develop an area of specialization by giving greater relative emphasis in the selection of their courses to one or more of the three perspectives and/or one or more of the four components. To this end, each student should plan his or her program of study in consultation with the advisor, in the light of background, interests, and career intentions. However, it is important that an intended area of specialization be indicated at the time of application so that an appropriate match can be made between student and faculty advisor. (Interests of individual faculty members are noted above.)

The following areas of specialization are currently supported within the department. When submitting an application to the department, one or more should be selected, in order of priority, as the student's proposed area(s) of specialization.

Adaptive Instruction
See description under "Interdisciplinary Focuses in Graduate Studies."

Arts Education
The Forum for Arts and Media Education is a cooperative venture with the Faculty of Education, University of Toronto. Routes in Arts Education are the following: *(a)* general arts and education; *(b)* education and the creative arts therapies, offered with the Department of Applied Psychology (see page 52); *(c)* specializations in dramatic arts, music, and visual arts. (Courtney, Wilkinson, and colleagues)

Computer Applications
The study of the implications of new technologies for educational practices and research/inquiry. (Connelly, Cummins, Wahlstrom, Willows)

Conceptual Frameworks
This area emphasizes the traditions and guiding conceptions of the curriculum field through an understanding of their historical roots, present status, and future possibilities. (Connelly, Miller, Weiss)

Cultural Studies and Critical Pedagogy
Refers to the diverse ways in which context is important in the conduct of educational life, especially how notions of individual and social differences in thought, language, and behavior may contribute to educational inequality. Included in this specialization are interests in multiculturalism, Indian education, social stratification, and critical pedagogy, which addresses how such limits of possibility can be transcended. (Simon, Weiss)

Early Childhood
Selected Curriculum and Applied Psychology courses permit a focus of study in this area. Focus-related courses include those offered in the Department of Curriculum by Regan, Willows, and Courtney, and in Applied Psychology by Weininger, Miezitis, and Shipe. Questions pertaining to this interdepartmental focus should be directed to Ellen Regan.

Educational Practices
Concerned with methods for improving the school curriculum, including policy and decision-making, design, implementation, evaluation, consultancy. (Hannay, Miller, Regan, Robinson, Ross, Russell, Wahlstrom, Weiss)

Holistic Education
This area is concerned with an approach to curriculum that emphasizes personal growth and social change. It is also concerned with the conceptual foundations for such an approach and the educational practices that underpin it. (Miller, Wells)

Knowledge and Teaching
This area concerns how our knowledge and understanding of subject matter, learning, teaching, and the classroom context affects what we say and do as teachers and as observers of teaching. (Connelly, Kilbourn)

Language Education
This area, which is concerned with language issues arising from situations in which English may not be the first language, can be further subdivided as follows: *(a)* the learning and teaching of a second or foreign language; *(b)* educational linguistics; *(c)* multilingual issues. (Allen,

Carroll, Cazabon, Churchill, Cummins, Harley, Lapkin, Mougeon, Swain, Wells)

Language, Literacy, and Literature across the Curriculum
This area, which is concerned with the role of language both as text and as process in relation to the curriculum as a whole, can be subdivided as follows: *(a)* language and learning; *(b)* reading, writing, and literature. (Aitken, Cummins, Simon, Wells, Willows)

Learning in Non-School Environments
This area focusses upon learning in everyday settings, such as the home, the workplace, and community cultural institutions (e.g., museums). The links with schools, in the form of cooperative education programs and field trips, are of particular interest. (Simon, Weiss)

Mathematics across the Curriculum
Courses in this area of curriculum studies have been designed for general classroom teachers as well as for mathematics specialists. (Del Grande, Hanna, Russell, Weinzweig)

Research/Inquiry
This area is concerned with the different ways in which we inquire into educational problems. Of special interest are the ways in which research is seen as an educational activity and how different methods represent different value positions. (Connelly, Russell, Simon, Wahlstrom, Weiss)

Teacher Development
The Joint Centre for Teacher Development offers a specialization on reflective practice and improving practice, including an exploration of gender issues. A further description of this specialization, along with an expanded list of faculty, is to be found on page 59 of this Bulletin. (Connelly, Hannay, Kilbourn, Miller, Wells)

Please note: For more specific information on the areas of interest of faculty, see the beginning of this departmental section.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 27 to 29. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for the M.Ed. program in curriculum must submit:

1. *A statement of purpose*. The statement of purpose is a short, carefully prepared essay telling the admissions committee why the applicant wishes to study curriculum at the graduate level. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee reads this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; the applicant who omits it will not be considered for admission.

2. *Two letters of reference*. Every applicant is required to submit two letters of reference, at least one of which is to be from a university professor who knows his or her work and can assess his or her promise as a graduate student.

The M.Ed. degree program in the Department of Curriculum is pursued under Option II (eight half-courses plus a research project) and will normally consist of the following courses:
(a) 1300F,S,H Foundations of Curriculum (required course for all Curriculum students at the master's level);

(b) three other half-courses chosen within the Department of Curriculum;

(c) four elective half-courses chosen according to the individual's background and interests and approved by the faculty advisor. These may be selected from course offerings in any department of OISE, including Curriculum, or in another

graduate department of the University of Toronto.

This program is for students commencing their M.Ed. degree in the 1986 Summer Session and thereafter.

OFF-CAMPUS COURSES IN CURRICULUM *(M.Ed. students only)*

The department offers some off-campus sections of curriculum courses to students in several areas of the province distant from Toronto. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as for applicants living in the Toronto area. Off-campus students are required to complete at least two of their courses on campus at OISE.

Information about off-campus courses to be offered in the 1990/91 Regular Session will be available from the Office of Graduate Studies in the spring.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 30 to 32. Applicants should note that the M.A. program requires at least one year of full-time study in Toronto. Ordinarily, a successful applicant will have at least two years of professional experience. In addition to the general requirements for the M.A., those applying for the M.A. in Curriculum must submit:

1. *A statement of purpose*. The statement of purpose is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a research-oriented program in curriculum. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee reads this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; the applicant who omits it will not be considered for admission.
2. *Two letters of reference*. Every applicant is required to submit two letters of reference from university professors who know his or her work and can assess his or her promise as a graduate student.
3. *Course descriptions* of any graduate courses taken at a recognized university that have curriculum content that might be used to reduce the number of courses in the M.A. program.

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification; otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program will normally undertake a minimum of half their coursework in this department, including 1300F,S,H Foundations of Curriculum (required course for all Curriculum students at the master's level). The remainder of their coursework may be selected from this department, from any other department of OISE, or from another graduate department of the University of Toronto, with the approval of the faculty advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both preservice and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum that may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on the job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 32 to 33. The Qualifying Research Paper or its equivalent, referred to on page 32, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals*.

To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses having curriculum content should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ed.D. (see page 32), the Department of Curriculum specifies the following:

(a) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in Curriculum or equivalent.

(b) The applicant must have had at least three years of successful professional experience in education, including curriculum experience beyond individual classroom planning.

(c) The applicant must submit *a statement of purpose*. The statement of purpose is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a professional doctoral program in curriculum. An applicant should specify the interests or problems to be pursued during his or her period of study. Prior research and development experiences should be briefly described. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.

(d) Every applicant is required to submit *two letters of reference*, at least one of which is from a university professor who knows his or her work and can assess his or her promise as a doctoral student.

PROGRAM AND PATTERN OF STUDY

Each program of study, which normally consists of a minimum of eight half-courses, four of which will normally be taken in the Department of Curriculum, is tailored individually. However, two core half-courses are required of all Ed.D. candidates during the year of residence: one must be on comparative methods and paradigms of research in curriculum (3308F,S,H or an equivalent course approved by the student's faculty advisor) and the second on research design appropriate to the area of the student's thesis.

The program usually begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be taken on a part-time basis. In addition, candidates are required to begin discussions with their faculty advisor to delineate potential thesis problems in their own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, normally commencing in July or September. Candidates are expected to complete a maximum of four half-courses during the regular academic session and develop a thesis proposal through to the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining coursework can be undertaken on a part-time basis. Candidates commencing the Ed.D. program from July 1, 1986, will be required to take a comprehensive examination during the program.

The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 33 to 35. In general, the Department of Curriculum's view of a Qualifying Research Paper (see page 34) is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals*.

To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses having curriculum content should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ph.D. (see page 33) the Department of Curriculum specifies the following:

(a) A statement of purpose. The statement of purpose is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake training in research. An applicant should specify the interests or problems to be pursued during his or her period of study. Prior research and development experiences should be described. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.

(b) Two letters of reference. Every applicant is required to submit two letters of reference from university professors who know his or her work and can assess his or her promise as a doctoral student.

PROGRAM AND PATTERN OF STUDY

In addition to the major thesis, a comprehensive examination (required for candidates commencing the Ph.D. program after July 1, 1986), and other requirements as described on pages 34 to 35, the normal pattern of study for this degree is as follows:

(a) a major in curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, and must include a course on comparative methods and paradigms of research (3308F,S,H or an equivalent course approved by the student's faculty advisor), usually taken in the second year of residence, and a second on research design appropriate to the area of the student's thesis;

(b) a first minor in this or another department of OISE, consisting of two half-courses to be selected;

(c) a second minor consisting of a full course or two half-courses, normally in some other graduate department of the University of Toronto, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is within the Department of Curriculum and its faculty members offer courses in first- and second-language education. Although many courses appropriate to such study are offered within the Department of Curriculum and other departments in OISE, it is possible for students in this Centre to take some coursework in the graduate Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies at the University of Toronto. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13, 23, or 33. In a few instances, in order to differentiate between courses focussing on elementary/primary/junior and intermediate/secondary, course numbers for the latter will commence with 23.

Please Note: The inclusion of a course description in the Curriculum section of this Bulletin should not be taken to indicate that it will definitely be offered in any particular year. Where it is already known that a course will not be offered in any particular year, this information is shown following the course description.

Note on Admission Deadlines
Applications for full-time study in all degree programs in the Department of Curriculum, and for new part-time applicants, *must be submitted by February 1.*

Continuing students must submit pre-enrolment forms for course selection by *April 13*. While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in some courses well before this date.

1300 F,S,H FOUNDATIONS OF CURRICULUM

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course *(a)* provides a language for conceptualization; *(b)* reviews the major themes in the literature; *(c)* provides a framework for thinking about curriculum change; and *(d)* assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
F. M. Connelly, H. Russell, J. Weiss, and staff, Summer Session and Regular Session

1300 F,S,H FONDEMENTS DES PROGRAMMES SCOLAIRES

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiants à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
Membre de la faculté à déterminer, session d'été et session régulière

1302 F,S,H CURRICULUM AND INSTRUCTIONAL ISSUES IN ELEMENTARY EDUCATION

An examination of issues in elementary education in the context of current developments/research in curriculum programming and instructional practice. The theoretical and empirical rationale of selected current innovations will be explored.
Staff, Regular Session (not offered in 1990/91)

1304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Summer Session and Regular Session

1305 F,S,H TECHNIQUES FOR IMPROVING TEACHING

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on

one's own teaching. Students should be currently teaching or have access to a teaching situation.
B. S. Kilbourn, Regular Session (after hours)

1306 F,S,H CURRICULUM DEVELOPMENT FOR EFFECTIVE TEACHING
This course defines and illustrates methods for completing important curriculum development tasks such as *(a)* identifying appropriate course and unit objectives; *(b)* developing useful growth schemes; *(c)* developing effective teaching techniques; and *(d)* constructing practical assessment strategies. Particular attention will be given to problem-solving skills.

Prerequisite: Permission of the instructors.
F. G. Robinson, J. A. Ross, and staff, Summer Session and Regular Session (not offered in 1990/91)

1308 F,S,H ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: PRIMARY/JUNIOR
A study of the application of recent theories of learning and motivation to the development, modification, and instructional use of curriculum materials. Attention will also be given to current associated issues of practice.
E. M. Regan, Regular Session (after hours)

1309 F,S,H SITUATIONAL ANALYSIS OF TEACHING
This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.

Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session (after hours)

1310 F,S,H READING IN THE SCHOOL CURRICULUM
A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
D. M. Willows, Regular Session (after hours)

1311 F,S,H READING AND LANGUAGE COMPREHENSION
A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows, Summer Session only in 1990

1313 F,S,H LANGUAGE, LITERACY, AND THE SCHOOL CURRICULUM
The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy – its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
C. G. Wells, Regular Session (after hours)

1314 H DIAGNOSIS AND REMEDIATION IN ELEMENTARY SCHOOL MATHEMATICS
Investigation of cognitive, emotional, and motivational factors related to learning difficulties in elementary school mathematics. Both task-analysis and global-intuitive approaches will be considered in developing and implementing remediation procedures.
A. I. Weinzweig, Regular Session

1315 F,S,H ENGLISH AT THE SECONDARY SCHOOL LEVEL
This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development

and interpretation and the conduct and use of classroom research will be examined.
Staff, Regular Session (after hours)

1316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: ELEMENTARY
A study of mathematics educational materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
A. I. Weinzweig, Regular Session

2316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: SECONDARY
A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff, Regular Session

1317 Y THEORY OF SECOND-LANGUAGE TEACHING
The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley (not offered in the Regular Session in 1990/91)

1318 Y METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING
This course deals with the second language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
B. Harley and staff, Summer Session and Regular Session (after hours)

1319 F,S,H RESEARCH COLLOQUIUM IN APPLIED LINGUISTICS: MASTER'S LEVEL
This colloquium provides opportunities to become familiar with ongoing research and curriculum activities in second-language learning and teaching.
M. Swain, Regular Session

1320 F,S,H SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY
An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff, Regular Session (after hours)

2320 F,S,H SCIENCE IN THE SCHOOL CURRICULUM: SECONDARY
A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
Staff, Regular Session

1321 F,S,H THE EDUCATION OF SCIENCE TEACHERS
An examination of problems and issues specific to the pre-service and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.

Prerequisites: Permission of the instructor, and either 1320F,S,H or 2320F,S,H or equivalent.
Staff, Regular Session

1324 F,S,H CURRICULUM ISSUES
This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

1325 F,S,H PROBLEM-SOLVING IN SCHOOL MATHEMATICS

An investigation of major curriculum issues involved in upgrading problem-solving in school mathematics. A number of problem-solving sequences from mathematics programs in North America and Europe will be studied in terms of their potential for developing successful and motivated problem-solvers of routine and non-routine problems. Problem-solving in mathematics will be related to problem-solving in other fields.

A. I. Weinzweig, Regular Session

1326 F,S,H CHILDREN'S LITERATURE AS A FOUNDATION OF LITERATE BEHAVIOR ACROSS THE CURRICULUM

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.

Staff, Regular Session

1327 F,S,H READING AND WRITING IN THE SCHOOL: ELEMENTARY

An examination of theoretical and practical issues related to the teaching of literacy, particularly writing at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.

C. G. Wells, Regular Session (after hours)

2327 F,S,H READING AND WRITING IN THE SCHOOL: SECONDARY

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.

Staff, Regular Session (after hours)

1328 F,S,H LE FRANÇAIS CANADIEN D'UN POINT DE VUE ÉDUCATIF ET SOCIOLINGUISTIQUE

Ce cours a pour but de familiariser les étudiants avec les caractéristiques principales du français canadien. Ce cours se veut aussi être une initiation pratique à la recherche sociolinguistique appliquée au français canadien. Il aborde également les aspects pédagogiques de la description sociolinguistique du français canadien. Ce cours est enseigné en français.

Prérequis : très bonne connaissance du français et connaissance de base de la linguistique.

R. Mougeon, session régulière (soirée)

1329 F,S,H INTRODUCTION TO EDUCATIONAL SOCIOLINGUISTICS

This introduction to sociolinguistics covers the following topics: sociological linguistics (e.g., geographical and social-class dialects), sociology of language (e.g., language maintenance and language loss), language planning (e.g., linguistic standardization or modernization), social psychology of language (e.g., language- or speaker-centred attitudes), and pedagogical sociolinguistics (e.g., communicative language teaching).

Prerequisite: A background in linguistics.

R. Mougeon, Regular Session

1330 F,S,H DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF FRENCH

The grammar and semantics of present-day French in the light of current models of linguistic analysis (e.g., traditional, structural, tagmemic, transformational-generative), and an examination of the relevance of these descriptions to the teaching of French.

This course is generally conducted in French, subject to the preferences of participating students.

S. Lapkin, Regular Session (after hours)

1331 F,S,H ENGLISH AS A SECOND LANGUAGE WORKSHOP

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students'

interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
J. P. B. Allen, Regular Session

1332 F,S,H DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language.

A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
J. P. B. Allen, Regular Session (after hours)

1333 F,S,H INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

A general introduction to the scientific study of language, focussing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen, Regular Session (after hours)

1333 S INTRODUCTION À LA LINGUISTIQUE THÉORIQUE ET DESCRIPTIVE

Ce cours a deux buts principaux : (1) initier les étudiants à la science du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français. Ce cours est enseigné en français.

Prérequis : très bonne connaissance du français.
B. Cazabon, session d'été

1335 F,S,H L'ÉDUCATION DES MINORITÉS LINGUISTIQUES ET CULTURELLES : L'ANALYSE COMPARATIVE DE LA POLITIQUE ÉDUCATIVE

Thème pour l'année : la politique et l'éducation en langue française : l'expérience ontarienne. En tenant compte de la politique fédérale, le cours examinera le développement de l'éducation des Franco-Ontariens et de l'enseignement du français langue seconde.
S. Churchill, session régulière (soirée)

1336 F,S,H SECOND-LANGUAGE LEARNING

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of variables such as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.
B. Harley, Regular Session (after hours)

1337 F,S,H BILINGUAL EDUCATION AND BILINGUALISM

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada – for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J. P. Cummins, Regular Session

1337 F,S,H BILINGUISME ET ÉDUCATION

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada – destinée aux francophones, aux anglophones, aux immigrés et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus

cognitifs, les habiletés psycholinguistiques et la personnalité.
B. Cazabon, session d'été

1338 F,S,H COMMUNICATIVE COMPETENCE
This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks. This course is given in French or English.
Staff, Regular Session

1338 F,S,H LA COMPÉTENCE COMMUNICATIVE
Ce cours a pour but d'examiner le concept de la compétence communicative et d'explorer ses applications au développement de programmes d'enseignement des langues premières et secondes. Il donne une ample orientation à ce domaine de spécialisation et allie les perspectives théorique, critique et pratique.
Membre de la faculté à déterminer, session régulière

1339 F,S,H LANGUAGE ASSESSMENT
This course provides an introduction to five areas of (first- and second-) language assessment: listening comprehension, reading comprehension, oral interaction, written expression, and overall language proficiency. Examined within each area are major instruments, proper use of these instruments, and key issues. Particular emphasis is placed on language assessment in a minority setting.
Staff, Regular Session

1339 F,S,H ÉVALUATION DE LA COMPÉTENCE LANGAGIÈRE
Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en générale. À l'intérieur de chacun de ces domaines, on examine les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés. On examine plus particulièrement l'évaluation langagière en milieu minoritaire.
Membre de la faculté à déterminer, session d'été

1343 F,S,H HUMANITIES IN THE SCHOOL CURRICULUM
The course treats problems of teaching the humanities in secondary schools and colleges. The humanities are understood to include history, languages and literatures, philosophy, and the arts.
Staff, Regular Session (after hours)

1345 F,S,H ARTS & EDUCATION: PRACTICE AND THEORY
This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.

Prerequisite: Permission of the instructor.
Staff, Summer Session and Regular Session (after hours)

1346 F,S,H ARTS & EDUCATION: PLANNING AND IMPLEMENTATION OF ARTS PROGRAMS
An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Regular Session (after hours)

1349 F,S,H ARTS, CULTURE, AND EDUCATION
A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public

lectures on this topic, together with separate seminars.
W. G. Pitman, Regular Session (after hours)

1350 F,S,H SEMINAR: CURRENT ISSUES IN PLAY, DRAMA, AND ARTS EDUCATION

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics will vary from year to year depending upon the interests of course members.
R. Courtney, Summer Session and Regular Session

1351 F,S,H RESEARCH AND INQUIRY IN ARTS EDUCATION

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
R. Courtney and staff, Regular Session

1352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focussing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's Academic Programs Standing Committee.

1360 F,S,H EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J. A. Ross and *H. H. Russell,* Summer Session and Regular Session (after hours)

1362 F,S,H A SURVEY OF METHODOLOGY IN CURRICULUM RESEARCH

An analysis of various approaches to research in curriculum development and assessment. Topics will be suited to student needs and will include fundamentals of measurement, statistics, survey analysis, sociological and philosophical procedures, research design, and utilization of computers. A general course designed to provide a broad overview of methodology. A foundation for specialized courses in other departments.
M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1363 F,S,H CURRICULUM GUIDELINES AND STUDENT EVALUATION

An analysis of curriculum guidelines as policy for student evaluation. A critical review of tests, and of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.
M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1365 F,S,H PROGRAMS AND PRACTICES IN EARLY EDUCATION

Examination of early childhood programs and practices from both historical and theoretical perspectives. Focus is pro-

grams/practices associated with the education of four- to seven-year-olds. Special attention is given to factors influencing selection and implementation of programs/practices for a particular group of children.
E. M. Regan, Regular Session

1366 S THE HOLISTIC CURRICULUM
This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller, Summer Session and Regular Session

1367 F,S,H CREATIVE ARTS SPECIAL SUBJECT I
This course is in two parts: (1) the history of Music *or* Visual Arts *or* Drama Education; and (2) current theories and topics in Music *or* Visual Arts *or* Drama Education. Students will select *one* of Music *or* Visual Arts *or* Drama Education and they should note that these subjects will be offered in different terms.

Prerequisite: Teacher's Certificate Part 3 in Music *or* Visual Arts *or* Drama Education (or equivalency) and permission of the instructor.
Staff, Regular Session

1368 F,S,H CREATIVE ARTS SPECIAL SUBJECT II
This course deals with modern research in Music *or* Visual Arts *or* Drama Education. Students will select *one* of Music *or* Visual Arts *or* Drama Education and they should note that these subjects will be offered in different terms.

Prerequisite: Teacher's Certificate Part 3 in Music *or* Visual Arts *or* Drama Education (or equivalency) and permission of the instructor.
Staff, Regular Session (offered in alternate years; not offered in 1990/91)

1378 F,S,H SCHOOLING AND OUTCOMES NOT TRADITIONALLY ASSESSED
A course that focusses upon learning environments for the development of significant but often neglected outcomes. The role of experience is considered especially in the links between schooling and such settings as museums, work, and the home.

Prerequisite: Permission of the instructor.
J. Weiss, Regular Session (after hours; not offered in 1990/91)

1379 F,S,H KNOWING AND TEACHING
This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about *knowing* and issues about *teaching*. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is *not* assumed that students will have a background in philosophy.

Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session

1381 S READING IN A SECOND LANGUAGE
This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focussing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva, Regular Session

1382 S INTRODUCTION À LA LINGUISTIQUE APPLIQUÉE

Ce cours a pour but d'offrir une initiation aux applications de la linguistique (ex. : la didactique des langues) et à certaines spécialisations de la science du langage (linguistique historique, dialectologie, acquisition du langage). Il offre aux étudiants l'occasion d'examiner les notions et principes de base qui sous-tendent ces applications ou spécialisations en leur proposant une série de lectures et d'exercices appropriés.

R. Mougeon, session régulière

1386 F,S,H LANGUAGE, POWER, AND POSSIBILITY: APPLICATION TO CURRICULUM

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.

R. Simon, Regular Session

1389 F,S,H CURRICULUM, POPULAR CULTURE, AND SOCIAL DIFFERENCE

Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.

R. Simon, Regular Session

1390 F,S,H CURRICULUM CONSULTANCY

This course is a follow-up to 1306F,S,H, and stresses the use of curriculum development skills in a variety of interpersonal settings including curriculum committees, department activities, and paid consultancy roles. Students are assisted in planning and implementing curricula for teachers and agents implicated in change: such curricula are conceived in terms of the requirements for intended agent growth along clearly defined dimensions of behavior. The context of the consultancy experience is the students' ongoing curriculum development work initiated in 1306F,S,H.

Prerequisite: 1306F,S,H and permission of the instructors.

F. G. Robinson and staff

1398 F,S,H PRACTICUM IN CURRICULUM

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.

Prerequisite: Permission of faculty advisor and practicum coordinator.

Staff, Summer Session and Regular Session

1399 F,S,H PRACTICUM IN CURRICULUM AND TEACHER DEVELOPMENT

On-site involvement in deliberation requiring the use of reflective methods and curriculum knowledge and skills. Students participate in teacher-development and curriculum-development groups and participate in discussions bringing theoretical perspectives to bear on practical development situations.

Prerequisite: Permission of faculty advisor and practicum coordinator.

F. M. Connelly and *D. Thiessen,* Regular Session

3300 F,S,H RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of teacher development and curriculum research especially as it applies to contemplative practice. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.

Staff, Regular Session

3301 F,S,H SEMINAR: CURRENT PROBLEMS IN TEACHER DEVELOPMENT AND CURRICULUM STUDIES: APPRENTICESHIP

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students

will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.
F. M. Connelly, D. Thiessen, and staff, Regular Session (daytime)

3303 F,S,H PERSONAL MODES OF CLASSROOM KNOWING: A SEMINAR ON TEACHER AND STUDENT NARRATIVE EXPERIENCE

A seminar on personal narrative and other research perspectives for the study of classroom participants' ways of knowing their situation. Philosophical and psychological background literature on narrative and storied experience with an emphasis on ongoing research and a "practical" assignment define the course outline.

Prerequisite: Permission of the instructor.
F. M. Connelly, Regular Session

3304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

3305 F,S,H DOCTORAL SEMINAR IN QUALITATIVE RESEARCH ON TEACHING

Critical examination of current qualitative paradigms of research on teaching. The course requires field-work research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session

3308 F,S,H THE CONCEPTUALIZATION OF CURRICULUM PROBLEMS

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Normally required of Ed.D. students in their resident year and of Ph.D. students usually in the second year of residence.
J. Weiss, Regular Session

3309 F,S,H ALTERNATIVE THEORETICAL PERSPECTIVES IN THE STUDY OF CURRICULUM PRACTICE AND TEACHER DEVELOPMENT

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.
F. M. Connelly, D. Thiessen, and staff, Regular Session

3312 F THE LINGUISTIC ANALYSIS OF INTERACTION IN EDUCATIONAL SETTINGS

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide a basic practical training in such methods of description and an introduction to some of the computer programs that are available to assist with the analysis of the data resulting from systematic descriptions of interaction. It is intended particularly for those planning to make use of such techniques in preparing dissertations.

Prerequisite: Permission of the instructor.
C. G. Wells, Regular Session

3313 F,S,H ADVANCED SEMINAR IN LANGUAGE AND LEARNING: THEORY AND PRACTICE

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: Permission of the instructor.

C. G. Wells, Regular Session

3316 S RESEARCH SEMINAR IN MATHEMATICS EDUCATION ACROSS THE CURRICULUM

A critical examination and application of recent research and theory in relation to projects being developed by members of the seminar. Typical projects may involve *(a)* developing and supporting, with sound curriculum arguments, a unit of a mathematics program for which there is a demonstrable need in the field, or *(b)* investigating and reporting on a substantial problem of current general interest in mathematics education.

Prerequisite: 1316F,S,H or 2316F,S,H and a project proposal approved by the instructor.

A. I. Weinzweig, Regular Session

3318 S RESEARCH SEMINAR IN MULTILINGUAL/MULTICULTURAL EDUCATION

A critical analysis of research on multilingual/multicultural phenomena intended *(a)* to broaden students' knowledge of advanced research in the area, and *(b)* to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.

J. P. Cummins, Regular Session

3319 F,S,H COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.

Prerequisite: 1317Y or 1318Y, or permission of the instructor.

M. Swain, Regular Session

3320 F,S,H RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrolment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.

Staff, Regular Session

3324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)

Staff, Regular Session

3330 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF FRENCH

This colloquium deals with specialized topics in French educational linguistics. These may include the study of varieties of French and related pedagogical concerns, the analysis of French language teaching materials, and the development of a pedagogical grammar of French.

Prerequisite: 1330F,S,H or equivalent.

S. Lapkin, Regular Session

3332 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF ENGLISH

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
J. P. B. Allen, Regular Session

3336 F,S,H ASPECTS OF THE STUDY OF INTERLANGUAGE IN EDUCATION

This course is intended for students wishing to investigate current theoretical, empirical, and methodological issues related to second-language acquisition. The relevance of interlanguage to second-language pedagogy will also be explored.

Prerequisite: 1332F,S,H or 1333F,S,H and 1336F,S,H.
S. Carroll, Regular Session

3346 F,S,H COLLOQUIUM IN ARTS AND EDUCATION

This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.
R. Courtney, Regular Session (daytime)

3347 F,S,H ARTS & EDUCATION: PLAY, DRAMA, AND THOUGHT

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method. This course is offered alternately with 3348F,S,H.
R. Courtney, Regular Session (after hours; not offered in 1990/91)

3348 F,S,H ARTS EDUCATION: DRAMA AND ETHNOLOGY

This course will examine cultural and educational determinants of the dramatic and artistic life of societies. Emphasis will be placed on the dramatic ceremonials of Amerindians, with specific reference to Canadian Indians; other cultures will be selected according to student interest. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material. This course is offered alternately with 3347F,S,H.
R. Courtney, Regular Session

3352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM

Description as for 1352F,S,H.

3365 F,S,H CURRICULUM ISSUES IN PRESCHOOL AND PRIMARY EDUCATION

An analysis of issues related to the development, selection, and implementation of curriculum programs in preschool/primary grades. Analysis of issues in the context of decision-making involving administrators/consultants as well as teachers. Particular attention focussed on issues and implications related to recent proposals for the schools' involvement in the education/care of young children.

Prerequisite: 1365F,S,H or permission of the instructor.
E. M. Regan, Regular Session

Note: The following courses in the departments of Applied Psychology and History and Philosophy of Education might also be of special interest to students in Curriculum: 3228F,S,H The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions; 1447F,S,H Technology in Education: Philosophical Issues; 1459F,S,H Creativity and Education.

Educational Administration

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Professor, and Chairperson of the Department
(leadership development for school and college administrators; selection, supervision, and evaluation of personnel; organizational development; administration of change)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JOHN E. DAVIS, *Ph.D. (Toronto)*
Associate Professor
(program design, implementation, and evaluation; program organization in small schools; school board relationships)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(dynamics of organizational behavior; the cognitive, reflective, and interpersonal functions of administrators and their effects on other persons; teacher thinking; discovery of tacit determinants of staff action)

THOMAS B. GREENFIELD, *Ph.D. (Alberta)*
Professor
(multiple realities in organization; power and compliance, roles and performance, change and persistence; the problems of purpose and value; experience and self in organization theory)

ANDREW HARGREAVES, *Ph.D. (Leeds)*
Associate Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Professor
(internal functions of school boards and school systems; trustee/administrator relationships; performance appraisals)

MARK HOLMES, *Ph.D. (Chicago)*
Professor
(the development, ethics, and administration of educational policy; effects of differences among schools on the outcomes and improvement of schooling; administrative aspects of student evaluation)

JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; collective bargaining processes and effects)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(management of educational systems; strategic long-range planning; collective bargaining; student information in systems management; equity in employment in education)

STEPHEN B. LAWTON, *Ph.D. (California at Berkeley)*
Professor
(educational finance and its social, political, and economic contexts; analysis of quantitative data; dissemination and utilization of educational research and innovations)

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Professor
(planned educational change; the administrator's role in school improvement; program and personnel evaluation)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(educational systems planning, policy

analysis, and decision-making; computer simulation; computers in administration)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to the Higher Education Group
(the rise and fall of recent educational policies; internal, local, and provincial politics; confessional, impressionistic, and critical ethnographies)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

J. BRADLEY COUSINS, *Ph.D. (Toronto)*
Assistant Professor, OISE Trent Valley Centre
(knowledge utilization; program and personnel evaluation; principal's role in planned school change)

ASSOCIATED INSTRUCTOR:

MARVIN A. ZUKER, *LL.B (Osgoode), M.Ed. (Toronto)*
Provincial Judge of Ontario
(legal context of education)

PROFESSOR EMERITUS:

E. BROCK RIDEOUT, *M.Ed. (Toronto)*

PROGRAMS OF SPECIALIZATION

Several programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare practitioners for careers in administration at various levels. Most graduates will return to administrative positions at the school, board, or provincial level. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

A single integrated program focussed on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

ADMISSION AND FEES

Admission requirements are:

(a) seven years' experience as a school business official or in some other aspect of school administration;

(b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;

(c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees should be sent to:

S.B. Lawton, Coordinator
Certificate Program
Department of Educational Administration, OISE
252 Bloor St. West
Toronto, Ontario M5S 1V6

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 1989/90, the full-time annual fee was $1905 and the half-course fee was $285.75.

PROGRAM OF STUDY

The program of study consists of:

(a) 1040 and 1041, which are normally taken first;
(b) two half-courses related to school board management, which normally include 1017;
(c) two elective courses, normally in Educational Administration.

Students may begin the program in the summer, fall, or winter. If full-time, the program may be completed in one Regular Session (September to April). If part-time, it may be completed in any three Regular or Summer Sessions.

DIPLOMA OF ADVANCED STUDIES

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a full-time requirement of one term of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact S.B. Lawton, Coordinator, Diploma of Advanced Studies in Educational Administration.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of administration, be it through formal positions in established organizations or through initiatory action in less formal settings.

Within this purpose is served the needs of a diverse student body, some seeking preparation for administrative roles in school systems, some desiring leadership capabilities for carrying out individual programs, some wanting chiefly a better understanding of what administrators do, and some searching simply to broaden and deepen their knowledge in an area that attracts them and may lead to further research or doctoral study.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 27 to 28, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

(a) a good university degree, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;

(b) successful experience in administrative tasks;

(c) an interest in the study and practice of administration;

(d) a professional commitment to education;

(e) academic qualifications beyond the first degree;

(f) two letters of reference (page 11), which, whenever possible, should be written by (i) an educational administrator for whom the applicant has worked, and (ii) a professional colleague.

PROGRAM OF STUDY

There are two options within the M.Ed. program in Educational Administration for all candidates commencing the program in the 1986 Summer Session and thereafter. Applicants must state their preference in their application. Failure to state a preference will lead to placement in Option I.

Option I: Coursework only (ten half-courses plus a comprehensive examination). This program is designed primarily for the practitioner. Most students will enrol in this program. It comprises:

(a) 1040 Administrative Problems I: The School System, and 1041 Administrative Problems II: The School System in Society;

(b) one of 1016, 1022, 1036, and 1038 (School Operation and Planning);

(c) one of 1012, 1023, and 1024 (People in Organizations);

(d) one of 1017, 1018, and 1030 (External Influences on Education);

(e) five other courses of which at least one must be in Educational Administration;

(f) successful completion of the comprehensive examination, which may not be taken until six courses in the program have been satisfactorily completed. The examination is given annually on a Saturday in May.

Option II: Research project option (eight half-courses plus major research paper). This program, with strictly limited entry and requiring at least an A– average in the previous undergraduate degree, is research oriented and directed to those students who are likely applicants for admission to an Ed.D. program. It comprises:

(a) five courses selected as for sections *(a)* to *(d)* in Option I;

(b) either 1010 or 1003 (unless an equivalent graduate research methods course has already been successfully completed);

(c) one course (if 1010 is selected) or two courses (if 1003 is selected);

(d) development and satisfactory completion of a major research paper.

The research paper is likely to focus on a practical problem and will require field research. The format for the completed paper is that of the traditional research paper. Successful completion of the paper may, but will not necessarily, satisfy the requirement for a Qualifying Research Paper for consideration for doctoral admission.

For both Options I and II, the two compulsory courses, 1040 and 1041, should be taken at the beginning of the program. The three restricted-choice courses should normally be taken next. This policy is particularly important for those taking Option I who may wish to take the comprehensive examination after six courses.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's faculty advisor. Students may enrol, part-time or full-time, commencing in Summer Session, or first or second term of the Regular Session.

MASTER OF EDUCATION WITH A FOCUS ON COMMUNITY COLLEGE ADMINISTRATION

This is a regular M.Ed. program operated as an interdisciplinary focus in cooperation with the Department of Adult Education and the Higher Education Group. It is designed for staff in community colleges who are interested in learning about the nature and practice of administration at the college level.

ADMISSION REQUIREMENTS

Entrance requirements are the general requirements for admission to an M.Ed. program as outlined on page 27 in this Bulletin. In addition, the admission team, which will consist of representatives from the three cooperating departments, will look for the following characteristics:

(a) a university degree;

(b) experience and/or interest in administration;

(c) a professional commitment to education;

(d) two letters of reference. One should be written by an administrator the applicant has worked for, and the second should be written by a professional colleague.

PROGRAM OF STUDY

The program requires the completion of ten half-courses, with the following specifications:

(a) an introductory half-course in community college administration;

(b) two half-courses each from the departments of Educational Administration and Adult Education and the Higher Education Group. These courses will be chosen on advice from the student's program advisor from an approved list of courses available in the three departments;

(c) two elective half-courses, from any academic unit in the Institute, with the approval of the advisor;

(d) a culminating seminar when nine of the ten units have been completed or during the second term of a full-time residence year. The comprehensive examination, required of all Option I master's students, will be administered in connection with this seminar.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION *(M.Ed. and Certificate students)*

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the first and second terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree program and the Certificate program respectively are the same for the off-campus courses as for the regular campus program.

Information materials for both off-campus and on-campus courses to be offered in the 1990 Summer Session and the 1990/91 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus program will be considered.

For more information, contact J. E. Davis, Graduate Studies Academic Secretary.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 11 to 13 and 32, the Department of Educational Administration specifies the following:

(a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.

(b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by two let-

ters of reference that the applicant must secure from senior administrators under whom the applicant has functioned, commenting on the applicant's

—achievement in identifying and solving educational problems;

—ability to work with people;

—leadership style; and

—awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

PROGRAM OF STUDY

The Ed.D. program is organized into six complementary components:

(a) Ed.D. core seminars, which consist of two half-courses (3040 and 3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations.

(b) Two of the following three half-courses or their equivalent: 3042, 3043, or 3044. (3044 is the administrative internship program, and only an internship program taken for credit at another university would be considered equivalent.)

(c) Two courses in one of three areas of concentration as follows:

— Area 1: Administrative Power and School Culture (3013, 3018, 3022, 3041, 3047)

— Area 2: Educational Policy, Development, and System Planning (3013, 3017, 3018, 3037)

— Area 3: Policy, the School, and Educational Change (3017, 3022, 3037, 3041, 3047)

(d) Elective courses. Two elective courses, which may be taken at the master's level, are required, although more may be taken. It is suggested that at least one elective be taken outside of the department.

(e) Ed.D. candidates are required to take a comprehensive examination during their program of study.

(f) A doctoral thesis.

A student's program of study will normally begin in the fall term. The internship, if selected, would occur normally in the intersession between the spring and summer terms. Successful applicants are encouraged to begin the program with the residence year. If part-time study is chosen, it should begin as close to the residence year as possible.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact E. S. Hickcox, Ed.D. Program Coordinator.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.A.–Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

The program is offered in the following areas of concentration:

1. Administrative Power and School Cul-

ture: organization as invented and contested social reality; the responsibility and role of leaders and others in establishing and maintaining the culture of the school. (Study in this area is available at the advanced level through courses chosen from 3013, 3018, 3022, and 3047. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)

2. Educational Policy, Development, and System Planning: school systems in the context of political theory, planning, and finance; policies as instruments for achieving equity and effectiveness. (Study in this area is available at the advanced level through courses chosen from 3013, 3017, 3018, and 3037. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)

3. Policies for Educational Change in Schools: implementing change for increased effectiveness in schools; the leader as decision-maker and change agent. (Study in this area is available at the advanced level through courses chosen from 3017, 3022, 3037, and 3047. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)

Applicants to the program must include with their application a statement of their background and interests. The statement *(a)* should describe the applicant's past professional and educational experience; *(b)* should demonstrate how studies within the M.A.–Ph.D. program in Educational Administration would help in the attainment of future career goals; and *(c)* must indicate which of the three areas of concentration identified above the applicant wishes to pursue within the program.

Upon entry to the program, the M.A.–Ph.D. Admissions Committee will assign an advisor to assist the student in choosing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of the student's interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be worked out mutually and later between the student and a faculty member.

For information not provided in this Bulletin, applicants should contact the M.A.–Ph.D. Program Coordinator, M. Holmes.

DEPARTMENTAL REQUIREMENTS

Admission to the M.A. degree program normally requires an A– standing in the final year of the undergraduate degree (see page 30). The M.A. program consists of twelve half-courses and a thesis for students with a B.A. degree and no teacher education; or ten half-courses and a thesis for those with teacher education. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A.–Ph.D. Admissions Committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator. The general admission requirements for M.A. and Ph.D. programs are set out on pages 30 to 31 and 33 to 34 of this Bulletin.

PROGRAM OF STUDY

M.A.

At least half of the required courses for an M.A. program must be completed in the Department of Educational Administration. These courses should reflect study within one of the areas of concentration defined above for the M.A.–Ph.D. program as a whole. The remaining courses may be selected from those offered in the department, in other departments of OISE, or in other graduate departments of the

University of Toronto. At least two half-courses concerned with methods of inquiry must be included. Normally the courses chosen for the M.A. program will be at the 1000 level.

Ph.D.
The program comprises at least six new half-courses, three of which must be advanced-level (3000) courses. The six courses must include:

(a) At least four half-courses defining a major in educational administration. The major will include 3040 and a minimum of two advanced courses chosen from one of the areas of concentration defined above;

(b) Two minors of at least two half-courses each. One of the minors will be in methods of inquiry and will normally include 3042 and 3043. Students who have completed courses in research methodology in a master's program may be granted up to two half-courses as credit toward the Ph.D. minor in methods of inquiry. In deciding what constitutes a research minor in the Ph.D. program, the chief criterion will be a demonstration that the student has a mastery of methods of inquiry adequate to the thesis research. On the recommendation of the advisor, the student may take either or both minors outside the department.

Ph.D. candidates are required to take a comprehensive examination during their program of study.

A thesis is required.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 F,S,H THE SCHOOL AS A SOCIAL INVENTION

Modern organization theory assumes that facts alone provide a basis for administrative action. But is that enough for administrators to make right decisions? Answers are sought in a theory that views organizations as a moral order in action. Interpretive, phenomenological, and interactionist theory offers theoretical tools for understanding the social realities of schools and administration. Topics include conflict, deviance, building consensus and commitment, and the responsibility of the administrator for self and others. The course may be of special value to students working to develop a theoretical framework to support a thesis or research project, but it would also meet the needs of any student seeking to establish or broaden an understanding of organization and administrative theory.
T. B. Greenfield

1002 F,S,H SOCIAL FORCES ON EVERYDAY SCHOOL LIFE

An inquiry into the social realities of an organization and its administration. Students will use observation, description, narrative, interview, and other ethnographic techniques to analyse an organization, usually their own place of work. Deeper appreciations of the dynamics of organization and administration through analysis and reflection are the desired outcomes of the course. It does not aim to improve the conditions of an organization, to solve its immediate problems, or to evaluate its effectiveness, though such outcomes might be by-products of the inquiry.
T. B. Greenfield

1003 F,S,H INTRODUCTION TO RESEARCH IN EDUCATIONAL ADMINISTRATION

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in educational administration.
S. B. Lawton

1004 F,S,H THE USE OF RESEARCH IN EDUCATIONAL ADMINISTRATION

The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational adminis-

tration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.
S. B. Lawton, S. Padro, and staff

1009 F,S,H ADMINISTRATOR–SCHOOL BOARD RELATIONSHIPS
A study and analysis of the factors influencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data, which are analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-education backgrounds.
J. E. Davis

1010 Y RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION
A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.
S. B. Lawton and *S. Padro*

1012 F,S,H CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS
A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
J. E. Davis and *D. F. Musella*

1013 F,S,H SUPERVISORY RELATIONSHIPS
A basic course in supervision specializing in human interaction, its purpose and its effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
A. F. Brown

1016 F,S,H SCHOOL PROGRAM DEVELOPMENT AND IMPLEMENTATION
An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
J. E. Davis, M. Holmes, and *K. A. Leithwood*

1017 F,S,H EDUCATIONAL FINANCE
Public education is an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
S. B. Lawton and staff

1018 F,S,H POLITICAL SKILL IN THE EDUCATION ARENA
Practical considerations in solving political problems in and around schools. Special attention to timing, advising, coalition-building, and taking stands. Focusses on teacher, administrator, trustee, media, and citizen-activist roles in a mix of communities and current issues. Readings include procedural, fictional, and conceptual material.
R. G. Townsend

1019 F,S,H EQUITY IN EMPLOYMENT IN EDUCATION
The personnel function is central to

administrative practice in school systems, colleges, and universities. Equity in employment is central to the personnel function as legislation, policy, and collective agreements structure the workplace in a more egalitarian mode. This course will assess equity in employment through lectures and seminars examining concepts, legislation, and methods of implementation. It will attempt to provide an understanding of the implications of inequitable employment practice, of information practices used to discover inequity, and of methods used to rectify inequities in the areas of race, culture, age, color, gender, family and/or status, sexual orientation, physical or mental disabilities, citizenship, national origin, language, or ancestry.
E. H. Humphreys

1020 F,S,H TEACHERS AND THE ADMINISTRATIVE PROCESS

This course deals with the position and action of teachers in the administrative process as receivers and interpreters of administrative decisions, as dischargers of administrative responsibility themselves, and as contributors to collective processes of school decision-making and development. It looks at the determinants of teachers' classroom strategies, the shared culture of teachers, conflicting subject subcultures, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change.

The course will be of interest to elementary and secondary teachers and to educational administrators.
A. Hargreaves

1022 F,S,H THE SOCIAL CONTEXT OF ADMINISTRATION

This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041 F,S,H looks generally at schooling as a part of the larger society, this course examines more deeply such topics as: the school board, the administrator, and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institution within a social setting.
M. Holmes and staff

1023 F,S,H INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviors, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
A. F. Brown

1024 F,S,H CLINIC IN ADMINISTRATIVE RELATIONSHIPS (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
A. F. Brown and *D. F. Musella*

1025 F,S,H SCHOOLS AND THEIR EFFECTS ON ACHIEVEMENT

This course examines school processes and their effects on student achievement. The influence of many factors, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time, is examined with

emphasis on factors susceptible to administrative influence. Implications for school improvement are considered.
M. Holmes

1026 F,S,H EVALUATION OF PROFESSIONAL PERSONNEL IN EDUCATION
Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
E. S. Hickcox and staff

1027 F,S,H THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION
The study of education from an economist's perspective, and the implications of conclusions for educational administrators. At the micro level, topics will include the relationship between instructional resources and student learning, with the teacher viewed as the key decision-maker in the allocation of these resources. At the macro level, topics will include the relationship between investment and education, the formation of human capital, and national economic growth, and the use of government grants to direct school boards by controlling the price of educational inputs.
S. B. Lawton

1028 F,S,H POLICY DELIVERY AND SCHOOLS
How people "construct" educational policies and how other people deliver those policies. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Includes readings from a variety of disciplines.
R. G. Townsend

1029 F,S,H SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS
Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special socio-cultural problems, computer-assisted administration, and comparative educational administration.
Staff

1030 F,S,H THE LEGAL CONTEXT OF EDUCATION
An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of the sources of law under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, Bill 82, teacher rights, and student discipline.
Staff

1033 F,S,H THE COLLECTIVE BARGAINING PROCESS IN EDUCATIONAL ORGANIZATIONS
This course provides a basic framework for understanding and participating in the collective bargaining process in educational organizations. Class presentations and readings are supplemented by practical exercises and simulations that illustrate specific aspects of the process and allow the student to experience the process. Topics include the legal and historical context of teacher negotiations; the planning, developing, and administration of a contract; and the nature of the negotiation process including contract development, party relations, costing, team-building activities, and conflict resolution. The course is suitable both for those experi-

enced in negotiation and for those who wish to gain a better understanding of the bargaining process in educational organizations.

J. H. House and *E. H. Humphreys*

1034 F,S,H PREPARATION FOR COLLECTIVE BARGAINING IN EDUCATION

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.

E. H. Humphreys

1035 F,S,H ADMINISTRATION OF COLLECTIVE AGREEMENTS IN EDUCATIONAL ORGANIZATIONS

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focussing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.

J. H. House

1036 F,S,H PLANNING IN EDUCATIONAL ORGANIZATIONS

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. Present approaches to educational planning will be examined within the development of educational planning over the last fifty years. Theories and methodologies considered will include strategic planning, projecting of enrolment and teacher supply/demand, facilities, program, personnel and service planning, information development and maintenance, provision of special services, and financial planning. A systems perspective will illustrate the interrelationships among roles, levels, and functions that exist in the educational system.

E. H. Humphreys and staff

1037 F,S,H ISSUES IN PLANNING EDUCATIONAL SYSTEMS

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.

E. H. Humphreys

1038 F,S,H SYSTEMS ANALYSIS FOR EDUCATIONAL PLANNING AND DECISION-MAKING

An introductory overview of systematic approaches to educational planning and decision-making. Topics to be covered include: systems theory, the systems approach, project planning and scheduling techniques, analytical methodologies for decision-making, cost-effectiveness analysis, and management information systems. Emphasis will be on application of the techniques to educational decision-making and planning.

S. Padro

1039 F,S,H PLANNING FOR SCHOOLS AND SCHOOL SYSTEMS

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems – such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment.

One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.

S. Quazi

1040 F,S,H ADMINISTRATIVE PROBLEMS I: THE SCHOOL SYSTEM

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organization theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. The uses of research in identifying and solving problems in educational administration will be emphasized.

A. F. Brown, J. E. Davis, E. S. Hickcox, and staff

1041 F,S,H ADMINISTRATIVE PROBLEMS II: THE SCHOOL SYSTEM IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include school–community relations; the interface between school boards and administrative and teaching staffs; the impact of provincial legislation; and the financing of education in Ontario.

A. Hargreaves, M. Holmes, E. H. Humphreys, D. F. Musella, S. Padro, and staff

1047 F,S,H MANAGING CHANGES IN CLASSROOM PRACTICE

Basic assumptions underlying alternative approaches to school improvement, planned change, and curriculum implementation are examined. A model for planned change is used to identify those tasks central to effective change. Procedures for carrying out such tasks in relation to the teacher's role are examined. Special attention is given to the problem of evaluating the nature and degree of change in classroom practice.

The course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities. See also courses 1048 and 3047.

K. A. Leithwood

1048 F,S,H THE ADMINISTRATORS' ROLE IN SCHOOL IMPROVEMENT

A companion to course 1047, the course is based on the same model for planned change. Tasks central to effective administration and leadership in improving school effectiveness are identified and procedures for carrying out these tasks are examined. Ethical issues associated with administrative intervention are identified and alternative approaches to such issues discussed.

This course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities.

K. A. Leithwood

1052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3013 F,S,H DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in

organizations, including: effect of human sociability; dialectics of leadership–cathexis, consensus–conflict, eustress–distress; discovery and development of personal constructs used as hidden determinants of person–person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
A. F. Brown

3017 F,S,H PROBLEMS IN THE FINANCE AND ECONOMICS OF EDUCATION
Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of educational costs, financing of long-term developments in education.

Prerequisite: 1017F,S,H or 1027F,S,H or permission of the instructor.
S. B. Lawton

3018 F,S,H GOVERNING EDUCATION: A SEMINAR ON POLITICS
Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
R. G. Townsend

3022 F,S,H THE INVESTIGATION OF SCHOOL CULTURE: AN EXAMINATION OF THE DAILY LIFE OF SCHOOLS
This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to apply a variety of interpretive frameworks to their understanding of institutional culture.
M. Holmes

3037 F,S,H PLANNING THE MANAGEMENT OF EDUCATIONAL ORGANIZATIONS
This seminar deals with alternative managerial approaches to system-wide planning in educational organizations at the primary, secondary, and tertiary levels of education. The role of advisory/buffer/intermediary bodies, subsidiary units, faculty associations/federations, and student and parent associations is examined in the context of information flows and analysis, normative, strategic, tactical, and operational planning of the system, and the interface of the system with government.

Prerequisite: 1036F,S,H or 1037F,S,H or 1039F,S,H or permission of the instructor.
E. H. Humphreys

3040 F,S ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I: PEOPLE AND POWER IN ORGANIZATIONS
A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
T. B. Greenfield

3041 F,S ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II: DOCTORAL SEMINAR ON POLICY ISSUES IN EDUCATION
This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy development. Various faculty in the

Department of Educational Administration will be responsible for particular sessions. Required for Ed.D. students. An elective for Ph.D. students.

Permission of Course Coordinator required for students outside Educational Administration.
E. S. Hickcox and staff

3042 H FIELD RESEARCH IN EDUCATIONAL ADMINISTRATION
The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality. The relationship of fact and value in social research, the limits of science in truth-making. The relationship of such science-established truth to evaluation and administrative action. The problems of ethical inquiry into organizational and administrative realities.
T. B. Greenfield and *A. Hargreaves*

3043 F,S,H SURVEY RESEARCH IN EDUCATIONAL ADMINISTRATION
An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the methods, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis, the drawing of causal inferences, and presentation of results in a clear and effective manner.

Prerequisite: 1003 or 1666 or 1960 or permission of the instructor.
S. B. Lawton and *S. Padro*

3044 S INTERNSHIP IN EDUCATIONAL ADMINISTRATION
An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
E. S. Hickcox

3047 F,S,H RESEARCH SEMINAR ON THE MANAGEMENT OF EDUCATIONAL CHANGE
A seminar examining methodological problems and approaches to research on planned change, improving school effectiveness, and implementing curriculum innovations. Substantive sets of problems for research will be identified, in part, using a model for planned change (see courses 1047, 1048). Alternative methodologies will be assessed for their usefulness in exploring each set of problems.

Students will be encouraged to reflect on their own thesis research in the seminar; ongoing faculty research will also be used to exemplify issues and solutions. Some direct involvement in ongoing research will usually be provided.
K. A. Leithwood

3052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL
Description as for 1052F,S,H.

Higher Education Group

GEORGE L. GEIS, *Ph.D. (Columbia)*
Professor, and Chairperson of the Department
(design of instructional systems; the professoriat; faculty development)

MICHAEL L. SKOLNIK, *B.Phil. (Oxford)*
Professor, and Graduate Studies Academic Secretary, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education and the labor market; the community college; policy studies for systems of higher education)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor, cross-appointed from History and Philosophy of Education

PAULINE C. P. CHAN, *Ph.D. (London)*
Assistant Professor
(comparative education; sociology of education; sociology of knowledge and language; cultural analysis; education in China and Asia)

RUTH E. S. HAYHOE, *Ph.D. (London)*
Associate Professor
(comparative education; higher education in China)

ANGELA HILDYARD, *Ph.D. (Toronto)*
Associate Professor, and Assistant Director (Field Services and Research), OISE
(cognitive psychology; learning and learning systems in higher education)

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor
(public finance and educational policy; comparative education)

CHARLES E. PASCAL, *Ph.D. (Michigan)*
Professor, and Chair of the Council of Regents for the Colleges of Applied Arts and Technology of Ontario
(policy research on postsecondary education; organizational and professional development in postsecondary institutions; design and evaluation of educational development programs; international education)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Educational Administration

CICELY WATSON, *Ph.D. (Harvard)*
Professor
(professional education and manpower forecasting; planning, forecasting, and policy studies for systems of higher education)

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed to History and Philosophy of Education
(history and philosophy of higher education; philosophy of science; philosophy of language; theory of knowledge; philosophy of research traditions)

ASSOCIATED INSTRUCTORS:

DANIEL W. LANG, *Ph.D. (Toronto)*
Associate Professor of Higher Education, cross-appointed from the University of Toronto; Assistant Vice-President (Planning) and University Registrar, University of Toronto

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Higher Education
(institutional and systems planning; forecasting techniques; manpower planning)

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

BERNARD J. SHAPIRO, *Ed.D. (Harvard)*
Deputy Minister, Ministry of Education, Province of Ontario

RICHARD G. TIBERIUS, *Ph.D. (Toronto)*
Associate Professor, cross-appointed

from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

MARVIN A. ZUKER, *LL.B. (Osgoode), M.Ed. (Toronto)*
Provincial Judge of Ontario
(higher education and the law)

PROGRAMS OF SPECIALIZATION

The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada. It may include analysis from the vantage point of a discipline (history, philosophy, politics, economics, sociology) or related to function (e.g., governance, management, planning, finance, staff development). A small department such as the Higher Education Group cannot, of itself, offer concentrations in all such areas of interest. However, six specializations are available (history and philosophy, administration and planning, professional education, comparative higher education, teaching and learning, and health professional education).

In addition to the programs described, the Higher Education Group cooperates with other departments in offering an M.Ed. degree program designed for those who are working, or planning to work, in college administration. The programs are offered through the Department of Educational Administration and are described in that department's section of this Bulletin.

Students may register for M.Ed., M.A., Ed.D., or Ph.D. programs in Education with specialization in Higher Education. The general requirements for these degrees are outlined on pages 27 to 35 of this Bulletin.

Students in all programs are required to become familiar with what may be called the foundations of higher education. Applicants with advanced degrees in fields other than education may be required to take additional courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

Students accepted to M.Ed. degree programs after July 1, 1986, in Higher Education will normally be required to pursue Option I (ten half-courses plus a written general comprehensive examination). Only in exceptional cases where later application for admission to doctoral study is anticipated may a student pursue Option II (eight half-courses plus a research project/paper). However, those students who are in the health professional education program are required to register in M.Ed. Option II. Normally all M.Ed. students must take 1803Y and at least four other courses in Higher Education.

The general comprehensive examination is offered once a year in April for M.Ed. students commencing their program after January 1, 1990. Full-time students should take it at the end of their year of study. Part-time students normally will take it toward the end of their program.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y. Students admitted to an M.A. program requiring ten half-courses (usually because of two half-course advanced standing granted for teacher training and certification) will also be required to take 1803Y. In individual cases, students with highly relevant four-year undergraduate degrees may be granted some reduction in the program requirements.

The M.A. in Higher Education requires one year of full-time residence plus a written general comprehensive examination and a thesis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on page 32 of this Bulletin, the Higher Education Group specifies the following:

(a) a University of Toronto M.Ed. or M.A. in Education, with specialization in Higher Education, or the equivalent;

(b) at least two letters of reference commenting on scholarly achievement and promise, or professional achievement and promise, or both;

(c) a personal interview with the candidate to be arranged when possible;

(d) an acceptable master's thesis, research project report, or scholarly paper, which must be submitted at the time of application.

PROGRAM AND PATTERN OF STUDY

(a) A minimum of eight half-courses, or the equivalent, are required beyond a relevant and acceptable M.Ed. or M.A. degree and may be taken full-time or part-time. Normally they will include 1803Y and at least three other half-course equivalents in Higher Education;

(b) a written comprehensive examination for all candidates commencing the program after July 1, 1986;

(c) a thesis reporting the results of original research, the emphasis of which may be either theoretical or applied;

(d) a minimum of two consecutive terms of full-time study: first and second *or* second and first.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of:

(a) eight half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant M.A. in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The eight half-courses will include four in Higher Education (the candidate's major subject), and two each in related minor fields. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include 1803Y;

(b) a written comprehensive examination, usually taken in the second term of the second residence year, for all students commencing the Ph.D. program after July 1, 1986; and

(c) a thesis reporting the results of original research.

COURSES

A course is identified with the Higher Education Group when the first two digits of the course number are 18 or 38.

1801 F THE HISTORY OF HIGHER EDUCATION IN CANADA: AN OVERVIEW

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century.
W. Brehaut and staff

1802 S RESEARCH SEMINAR IN HIGHER EDUCATION IN CANADA

Students who have taken 1801F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1801F may be waived.
Staff

1803 Y RECURRING ISSUES IN POSTSECONDARY EDUCATION

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

1805 F,S,H THE COMMUNITY COLLEGE

An examination of the development of non-degree-granting institutions and an analysis of the problems that face such institutions.
Staff

1806 F SYSTEMS OF HIGHER EDUCATION

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
Staff

1807 F,S,H STRATEGIC AND LONG-RANGE PLANNING FOR POSTSECONDARY SYSTEMS

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and *D. W. Lang*

1809 F ADMINISTRATION OF COLLEGES AND UNIVERSITIES

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
Staff

1811 F,S,H INSTITUTIONAL RESEARCH AND PLANNING

A study of the practice of institutional research and planning in colleges and universities. This course is designed as an introduction to the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus is parallel to course 1807F,S,H, which has a systems focus.
S. Quazi and *D. W. Lang*

1812 F,S,H EDUCATION AND THE PROFESSIONS

An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs.

This seminar is taken as an optional course by students in a number of graduate professional programs (education, social work, library science, engineering, business, nursing). Students prepare research papers related to their own professions.
Staff

1813 F,S,H RESEARCH IN THE UNIVERSITY

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
I. Winchester

1814 F,S,H CURRICULUM IN INSTITUTIONS OF HIGHER EDUCATION

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
A. I. Rothman

1815 F,S,H TEACHING IN INSTITUTIONS OF HIGHER EDUCATION

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
A. I. Rothman

1816 F,S,H CONCEPTIONS OF LEARNING IN HIGHER EDUCATION

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
A. Hildyard

1818 F,S,H EDUCATIONAL DEVELOPMENT: EXAMINATION OF STRATEGIES FOR IMPROVING TEACHING AND LEARNING IN POSTSECONDARY INSTITUTIONS

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R. G. Tiberius

1820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: MASTER'S LEVEL

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.
Staff

1821 S DIVERSITY AND DIFFERENTIATION IN POSTSECONDARY EDUCATION

The course will examine the range of programs and supporting institutional arrangements in postsecondary education, including university, college, and non-formal sectors, and identify factors that contribute to differentiation within and between sectors. It will consider diversity and differentiation from the perspective of institutional status, educational philosophy and objectives, delivery mechanisms, program inputs and requirements, and clientele served. Particular attention will be given to the questions of why certain areas of study and types of learning experiences are provided by particular postsecondary institutions, and how program-mix changes over time. The course will use both survey and case-study methodologies.

M. L. Skolnik

1822 F THE IDEA OF THE UNIVERSITY AND THE COLLEGE

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. This seminar involves selected readings.

I. Winchester

1823 S RESEARCH SEMINAR IN THE IDEA OF THE UNIVERSITY AND THE COLLEGE

Students who have taken 1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1822F may be waived.

I. Winchester

1824 F,S,H THE PLANNING OF FACILITIES IN HIGHER EDUCATION

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications," facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.

D. N. Wilson and *S. Quazi*

1825 F COMPARATIVE HIGHER EDUCATION: PART I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are purpose and method in comparative education, views of social change, and the application of scientific method to comparative analysis. The course draws on selections of the literature produced by university scholars and by such international organizations as UNESCO, the World Bank, and the International Bureau of Education.

Staff

1826 S COMPARATIVE HIGHER EDUCATION: PART II

This course applies comparative education theory to a consideration of the roles of universities and other higher institutions in various societies, starting with Eastern and Western traditions in higher education and continuing through the transition to modern forms in different countries. Exemplars of this transition under capitalism, under communism, and in the Third World are discussed. Also students are encouraged to develop a critical approach to some of the classic studies produced in the field of comparative higher education. Either 1825F or another course in comparative education is prerequisite for this course.

Staff

1827 F,H THE POLITICS OF HIGHER EDUCATION
What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
R. G. Townsend

1828 F,S,H EVALUATION IN HIGHER EDUCATION
The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
G. L. Geis

1840 F,H ECONOMICS OF HIGHER EDUCATION
An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
M. L. Skolnik

1841 F,H PUBLIC FINANCE AND HIGHER EDUCATION
Public finance will be used as the frame of reference for studying efficiency, equity, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J. W. Holland

1842 S,H HIGHER EDUCATION AND THE LABOR MARKET
An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the manpower aspects of planning in higher education. Topics covered include the supply of and demand for educated manpower; employment experience of graduates; the utilization of educated manpower by industry; the use of manpower projections in institutional and system planning; and the development of manpower policy in Canada and Ontario.
M. L. Skolnik

1843 S,H HIGHER EDUCATION AND THE LAW
This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M. A. Zuker

1852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Few 3800-level courses are offered in Higher Education. Most advanced study is undertaken on an individual basis. All doctoral programs should include individual reading and research courses in the area of the candidate's specialization.

3806 S CASE STUDIES IN COMPARATIVE HIGHER EDUCATION

This is a seminar course designed for students interested in the comparative study of higher education.
Staff

3807 S,H THE UNIVERSITY UNDER COMMUNISM

This course explores facets of the role of the university within communist society. It begins with a focus on the central contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system. The following broad topics are covered: (1) the university in the transition to communism and the making of a proletarian intelligentsia; (2) higher education and the socialist economy; (3) the diversification of higher education under communism; and (4) the communist university within the international academic community.
Staff

3810 F,S,H INTERNATIONAL ACADEMIC RELATIONS

This course will take the literature of international relations as its base, then look at issues of culture and knowledge in the international context. Practical topics for exploration include the role of universities in international development activity, relations between universities and such international agencies as UNESCO and the World Bank, international student/scholar exchanges, and the university's responsibility on issues of peace and human rights.
Staff

3820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1820F,S,H.
Staff

3852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1852F,S,H.

A number of courses offered by other OISE departments are acceptable substitutes for the prerequisites of admission to programs in Higher Education. For information, consult the staff of the Higher Education Group.

History and Philosophy of Education

DWIGHT R. BOYD, *Ed.D. (Harvard)*
Associate Professor, and Chairperson of the Department
(moral education; ethical issues in education; philosophical issues related to gender in education; philosophical psychology)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:
JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor, cross-appointed to Curriculum
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and legal education)

CLIVE M. BECK, *Ph.D. (New England)*
Professor, cross-appointed to Adult Education
(ethics; values education; values in adulthood; religious education; literature education)

DEANNE BOGDAN, *Ph.D. (Toronto)*
Assistant Professor
(philosophy of literature and literature education; literary theory; aesthetic and values education; censorship; feminist criticism; epistemology of literary response)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor, cross-appointed to the Higher Education Group
(history of Canadian education; teacher education; development of educational research)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed to Curriculum
(alternative schools; the culture of the school; parents and teachers; progressive education; anarchism and education; critical pedagogy)

DAVID LEVINE, *Ph.D. (Cambridge)*
Associate Professor
(social modernization and economic change; historical demographic and social structural analysis)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor, cross-appointed to Sociology in Education, and cross-appointed to the Department of Philosophy, University of Toronto
("Continental European" philosophy and education; democracy and education; social philosophy and American pragmatism; Marxism; neo-Marxism and the Postmodernist discussion)

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology; philosophical foundations of cognitive science)

RUTH R. PIERSON, *Ph.D. (Yale)*
Associate Professor, cross-appointed to Sociology in Education
(education in early modern and modern European history; twentieth-century German history; intellectual history and women's history)

ALISON PRENTICE, *Ph.D. (Toronto)*
Professor
(history of Canadian education; nineteenth-century educational history; women's history and education; history of American education)

HAROLD M. TROPER, *Ph.D. (Toronto)*
Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed from the Higher Education Group

PROGRAMS OF SPECIALIZATION

This department offers programs leading to the M.Ed. and Ed.D. degrees with specialization in History and/or Philosophy of Education for educational practitioners, and programs leading to the M.A. and Ph.D. degrees for research-oriented scholars (who may or may not be practitioners) who wish to apply their discipline to the study of education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have residence requirements. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

General admission requirements for each program are outlined on pages 27 to 34. M.A. and Ph.D. applicants to this department are normally expected to have a substantial undergraduate concentration in history and/or philosophy, but applicants with concentrations in related social sciences and humanities disciplines will also be considered for admission.

In this department students' programs are individualized, and it is the responsibility of each student to select courses appropriate to his/her interests in consultation with the faculty advisor. Basic requirements for each degree program are outlined below.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The new Master of Education program pertains to students commencing in the 1986 Summer Session and thereafter. See pages 27 to 29 for general requirements. The M.Ed. degree program in History and Philosophy of Education is pursued under Option II (eight half-courses plus a major research project/paper). Students in either History or Philosophy of Education will be expected to take at least four half-courses in the specialization. Candidates who wish to specialize in both History and Philosophy normally do at least five courses within the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Many M.Ed. students in History and Philosophy of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE or the University of Toronto. Such students may, with permission, enrol in the M.Ed. for Special Purposes and thus be able to take as few as three half-courses in this department. For details of this program see the "General Requirements" section of this Bulletin.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Ed.D. program requires one year (two consecutive academic terms) of full-time study and is designed for career educators who wish to engage in the in-depth study of a problem or topic related to their professional practice. Admission requirements are similar to those for the Ph.D. program with the additional requirement of professional training and experience in education. In view of the shorter residence requirement, applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Qualified applicants with a master's degree in History and/or Philosophy of Education from this department may be admitted to an eight half-course program. Applicants with other specializations in their master's degree programs are required to do additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The core program includes two Ed.D. seminars (3490F and 3491S) taken during the year of residence and two Ed.D. practica (3494F,S,H and 3495F,S,H) arranged in consultation with the faculty advisor. Other practice-oriented courses in the department may be substituted for one or both practica with the advisor's approval.

The remaining courses are selected by the student in consultation with the advisor and may be taken on a part-time basis before and following the year of residence. Students are encouraged, though not required, to do at least two elective half-courses before the resident year.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Qualified applicants who hold a four-year bachelor's degree with a major in history or philosophy may be admitted to a one-year program consisting of six half-courses (four of which should be taken in the area of specialization in this department) and a thesis. Applicants with undergraduate majors in related social science and humanities disciplines are normally required to do some additional courses. They are encouraged to submit with their application descriptions or outlines of courses that have substantial historical or philosophical content.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Ph.D. program requires a minimum of two years of full-time resident study. Qualified applicants with an M.A. degree in History and/or Philosophy of Education or the equivalent (including a thesis or equivalent major research paper) may be admitted to a two-year program, which consists of six half-courses and a thesis. If the master's degree does not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and be approved by two faculty members before registration in the program. Applicants who do not hold a master's degree with specialization in history or philosophy of education will be required to do additional courses to establish equivalency in their area of specialization. Those with a relevant master's degree but with no previous graduate courses in history or philosophy of education are normally required to do ten half-courses. Applicants who have related graduate courses with substantial history or philosophy content related to education should submit with their application descriptions of these courses. Applicants who have not completed a master's degree in this department are also encouraged to submit with their application samples of their scholarly writing (e.g., master's thesis, major research paper, published article). All applicants to the Ph.D. program are requested to submit a statement of their particular research interests within their area of specialization (history or philosophy of education) in as much detail as possible so that an appropriate faculty advisor can be designated.

The Ph.D. program is highly individualized. Each student's program is determined in consultation with the faculty advisor within the general guidelines noted on pages 34 to 35. Candidates commencing the Ph.D. program after July 1, 1986, will be required to take a comprehensive examination during the program.

PROGRAM/RESEARCH FOCUSES

To guide students in selecting courses and thesis advisors, we offer the following thematic focuses within the two general areas of specialization in this department:

History of Women and the Family in Education: D. Levine, A. Prentice, R. R. Pierson. Courses – 1418, 1421, 1422, 1423, 1426, 3414, 3418, 3421, 3423. (See also "Interdisciplinary Focuses" in family studies and women's studies for other related courses.)

History of Schooling in Canada: W. Brehaut, A. Prentice. Courses – 1403, 1404, 1414, 1416, 1417, 1425.

Moral/Values Education: C. M. Beck, D. R. Boyd, J. A. Eisenberg. Courses – 1438, 1441, 1443, 1449, 3441, 3443. (See "Interdisciplinary Focuses" section for related courses.)

Philosophy of Literature in Education: C. M. Beck, D. Bogdan, D. Misgeld, I. Winchester. Courses – 1459, 1462, 1484, 1485, 3436.

Other focuses include such areas as:

—immigration, ethnicity, and multiculturalism in education

—religious education

—law and social issues in education

—critical social theory and critical pedagogy

—creativity and aesthetics

—working-class education

—developmental epistemology and theories of knowledge

—alternative/cooperative schooling.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken by both master's and doctoral students. Courses in this department are normally open to students in other departments as well.

Although the following courses are listed in the Bulletin, not all are offered in any given year. Please check the OISE schedules of course offerings for Summer and Regular Sessions. These will be available at a later date from the Office of Graduate Studies, or in the Department of History and Philosophy of Education.

1402 F,S,H HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.

R. R. Pierson (not offered in 1990/91)

1403 F,S,H HISTORY OF EDUCATION IN CANADA

A survey course whose central theme is "Canadian answers to perennial questions in education." Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region.

Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective). (See also 1404F,S,H.)

W. Brehaut

1404 F,S,H HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS

A historical study of recurring issues in Canadian education. The choice of particular issues to be studied will depend largely on seminar members' special interests.

Prerequisite: 1403F,S,H or equivalent.

W. Brehaut

1407 F,S,H MASS EDUCATION IN ENGLISH HISTORY

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.

D. Levine

1408 F,S,H ELITE EDUCATION IN ENGLISH HISTORY

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine (not offered in 1990/91)

1414 F,S,H ORIGINS OF MODERN SCHOOLING: PROBLEMS IN NINETEENTH- AND TWENTIETH-CENTURY EDUCATIONAL HISTORY

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
A. Prentice

1416 F,S,H ONTARIO EDUCATION

A seminar focussing on recent research in Ontario educational history, emphasizing the social and political context of educational change. Students will be involved in a research project.
Staff

1417 F,S,H POLITICS IN THE HISTORY OF CANADIAN EDUCATION

This seminar will focus upon specific issues in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions at the federal, provincial, and local levels. Similarly, the political role of the church, teachers, parents, students, and other special interest groups will be examined in relation to the development of education in Canada.
W. Brehaut

1418 F,S,H THE ROLE OF EDUCATION IN THEORIES OF WOMEN'S EMANCIPATION: I

The feminist traditions in Western society, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the fifteenth century to the end of the nineteenth century.
R. R. Pierson

1419 F,S,H RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff

1420 F,S,H EUROPEAN POPULAR CULTURE AND THE SOCIAL HISTORY OF EDUCATION: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

1421 F,S,H THE HISTORY OF WOMEN AND EDUCATION

An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
A. Prentice and *R. R. Pierson*

1422 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: I

The history of the family as it relates to child-rearing and education in Great Bri-

tain, France, the United States, and Canada.
D. Levine

1424 F,S,H RELIGION, IDEOLOGY, AND SOCIAL MOVEMENTS IN THE HISTORY OF NORTH AMERICAN EDUCATION

A historical overview of the educational work undertaken by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. M. Troper

1425 F,S,H CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
Staff

1426 F,S,H THE HISTORY OF WOMEN AND EDUCATION IN CANADA

An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
A. Prentice and *R. R. Pierson*

1428 F,S,H IMMIGRANT CONCERNS IN THE HISTORY OF EDUCATION

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H. M. Troper

1429 F,S,H ETHNICITY AND THE HISTORY OF CANADIAN EDUCATION

A historical exploration of ethnicity as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenge ethnicity represented to keepers of the Canadian gate and educators in particular.
H. M. Troper

1431 H THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.

Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
E. C. Olsen

1432 F,S,H KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E. C. Olsen

1433 F,S,H FREEDOM AND AUTHORITY IN EDUCATION

This course focusses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing

claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E. C. Olsen

1434 F,S,H POLITICAL THOUGHT AND EDUCATION
A general introduction to political thought and social theories significant for education. Topics: the liberal, Marxist, and socialist tradition. Their relation to new social movements, contemporary education, and survival problems of contemporary society. The "Third World" as a new dimension of contemporary political thought. Revolution, reform, and education. No background in philosophy required.
D. Misgeld

1435 F,S,H DEMOCRACY AND EDUCATION
An interpretation of contemporary political thought on the background of American pragmatism and its transformation in contemporary philosophy and social theory. The relevance of educational theory and of educational reform for the development of democracy.
D. Misgeld

1436 F,S,H MODERNITY AND POSTMODERNITY: FROM THE CRITICAL THEORY OF SOCIETY TO POSTMODERN CONSCIOUSNESS
A discussion of liberalism and the enlightenment, as well as of socialism and Marxism, with reference to the debates about Modernity and Postmodernity. At issue is the question whether the historical project of modernity (of modern societies) and of the social and political transformations envisaged in it can be said to be coming to an end. The critical theory of society will be used as the central example for a theory of modernity.
D. Misgeld

1437 F,S,H PHILOSOPHICAL ASPECTS OF THE DEVELOPMENT OF LANGUAGE AND THOUGHT
This is an interdisciplinary course that examines the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.

Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

1438 F,S,H ETHICAL ISSUES IN SCHOOLING
This course deals with selected ethical issues in educational practices, policies, and theories. Among the topics considered will be: the nature of ethics; liberal versus utilitarian conceptions of education; legitimate expectations of teachers; the ethics of socialization; the ethics of open, democratic education; ideological and class dimensions of schooling; racism and sexism in schools; labelling and streaming; school discipline; indoctrination and values education; compulsory attendance; relations between school, home, and community; the legitimacy and future of public education.
C. M. Beck

1439 F,S,H GENDER AND EDUCATION: PHILOSOPHICAL ISSUES
This course will examine philosophical issues pertaining to sex differences, relations between the sexes, and related educational problems. Theoretical questions will be discussed first, involving the concepts of masculinity and femininity, competing ideological views of sex roles, and the development and maintenance of sex roles through gender language and cultural expressions of sexual stereotypes. More practical issues such as the following will be examined in this context: sex differences as value-problematic, sex as an educational taboo, equal educational opportunity in a sexist society, the relevance of gender to educational theory.
D. R. Boyd (not offered in 1990/91)

1440 F,S,H AN INTRODUCTION TO PHILOSOPHY OF EDUCATION
This course is an overview of the field of

philosophy of education, focussing on the question "What are the nature and aims of education?" This question will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from Plato, Locke, Rousseau, Dewey, Russell, and Whitehead, as well as some of the traditions of Marxism/neo-Marxism and analytic philosophy.
Staff

1441 F,S,H PHILOSOPHICAL DIMENSIONS OF MORAL EDUCATION
This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.
D. R. Boyd

1443 F,S,H VALUES EDUCATION PRACTICUM
This course deals with theoretical and practical problems arising in the conception, organization, and implementation of values education programs. It will begin with an examination of basic theories of value, major approaches to values education, the moral role of the institution in education, materials and techniques used in values education, and procedures for evaluating programs and exercises. Then the theoretical components of the course will be applied in a variety of school settings at a variety of levels. These may include elementary schools, secondary schools, penal institutions, special education classes, gifted students, or adult groups. The findings of the practica will serve as a basis for designing values education programs.
J. A. Eisenberg

1446 F,S,H THE TEACHER AS PHILOSOPHER
This course starts from the assumption that teachers are already philosophers – i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D. R. Boyd

1447 F,S,H TECHNOLOGY IN EDUCATION: PHILOSOPHICAL ISSUES
This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
J. A. Eisenberg

1448 F,S,H EUROPEAN POPULAR CULTURE AND THE SOCIAL HISTORY OF EDUCATION: II

This course picks up themes developed in 1420 and carries them through the period of school systems. Its particular interest is to relate the development of the education system to other systems of social regulation in the modern world.
D. Levine

1449 F,S,H THE THEORY OF LAW AND THE TEACHING OF LAW IN THE SCHOOLS

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg (not offered in 1990/91)

1450 F,S,H PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester

1451 F,S,H THEORIES OF HISTORY AND SOCIAL INQUIRY IN EDUCATION

A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
J. A. Eisenberg

1452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL

Description as for 1452F,S,H.

1456 F,S,H ALTERNATIVE SCHOOLS

An introduction to the philosophy and recent history of tax-supported public alternative schools. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin

1457 F,S,H ANARCHISM AND LIBERTARIAN EDUCATION

A critical analysis of anarchist and libertarian writings on education from the nineteenth century to the present. Among the writings to be considered are those of Kropotkin, Tolstoy, Neill, Goodman, Friedenberg, Holt, and Illich. The relationship of these ideas to the "free school" movement of the 1960s will also be considered.
M. A. Levin

1459 F,S,H CREATIVITY AND EDUCATION

The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education

are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.
J. A. Eisenberg

1461 F,S,H SPECIAL TOPICS IN HISTORY AND PHILOSOPHY OF EDUCATION
A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

1462 F,S,H WOMEN, LITERATURE, AND EDUCATION
This course focusses on several ways in which education relates to women and literature. Issues such as redefinition of the literary canon, treatment of gender in literary history, and the influence of the feminine novel on education of women will be considered. As well, the course emphasizes feminist concerns pertaining to literary interpretation and pedagogy: male/female authorial voice, literary critical double standard, and social effects of fictional role models. It also examines connections between educational goals and the rise of female aesthetic values and a feminist literary consciousness.
D. Bogdan

1480 F,S,H RELIGIOUS EDUCATION
An examination of major concepts and issues in religious education today. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C. M. Beck

1482 F,S,H THE NATURE AND DEVELOPMENT OF RELIGIOUS KNOWLEDGE IN EDUCATION
An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E. C. Olsen

1483 F,S,H EDUCATION AND PHILOSOPHIES OF PEACE AND NON-VIOLENCE
The course will examine theoretical approaches to peace and non-violence and their possible implications for education. Thinkers studied will include Buddha, Mahavir Jain, Jesus, Tolstoy, Gandhi, Thomas Merton, Martin Luther King. Contemporary issues and approaches not covered in the literature will also be considered, as well as practical proposals for peace education.
M. L. Handa and *C. M. Beck*

1484 F,S,H PHILOSOPHY OF LITERATURE AND LITERATURE EDUCATION
This course examines the philosophical underpinnings of teaching literature. Topics include the justification for the educational value of literature; censorship of literature texts; literature as message, object, process; the epistemology of literary response and its moral/aesthetic/ideological implications; and the politics of English studies as a discipline.
D. Bogdan

1485 F,S,H LITERATURE AND VALUES EDUCATION
An examination of the complex relationship between literature and values education, including an analysis of the ethical dimension throughout literary criticism. Implications for the teaching of literature will be drawn from contemporary schools of values education. The connections between literature studies in schools and the serious study of values will be explored.
Staff

3414 F,S,H ORIGINS OF MODERN SCHOOLING: TEACHERS' HISTORY

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.

Prerequisite: 1414F,S,H.

A. Prentice

3418 F,S,H THE ROLE OF EDUCATION IN THEORIES OF WOMEN'S EMANCIPATION: II

This course is designed as a follow-up to 1418F,S,H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.

R. R. Pierson

3421 F,S,H WOMEN AND HIGHER EDUCATION

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.

A. Prentice

3423 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: II

This course is designed as a follow-up to 1422F,S,H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focussed upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.

Prerequisite: 1422F,S,H or permission of the instructor.

D. Levine

3428 F,S,H MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.

Prerequisite: 1428F,S,H, 1429 F,S,H, or permission of the instructor.

H. M. Troper

3436 F,S,H AESTHETICS AND EDUCATION

This course will examine education as an aesthetic experience; education for appreciation of art; art as education.

D. Bogdan and *I. Winchester*

3437 F,S,H RESEARCH SEMINAR IN RELIGIOUS EDUCATION

Advanced seminar based on issues raised in 1480F,S,H but dealing with a selection of these in depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.

C. M. Beck

3441 F,H RESEARCH SEMINAR IN MORAL EDUCATION: PART I

3443 S,H RESEARCH SEMINAR IN MORAL EDUCATION: PART II

Advanced seminars based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.

D. R. Boyd

3446 F,S,H METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific,

moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
I. Winchester

3447 F,S,H CRITICAL THEORY AS A THEORY OF MODERNITY AND EDUCATION: I
An advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas's work. The central issue will be the relation between Habermas's critical theory, as the theory of modernity, and various critiques of this position, including Postmodernist ones. The significance of critical theory for educational thought will also be considered.

Prerequisite: Relevant background corresponding to content of course 1436F,S,H or permission of the instructor.
D. Misgeld

3452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL
Description as for 1452F,S,H.

3453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL
Description as for 1453F,S,H.

3456 F,S,H RESEARCH SEMINAR IN ALTERNATIVE EDUCATION
An advanced research seminar for students who wish to do research on alternative schools or special topics in the area of alternative education. Relevant theoretical and empirical literature will be reviewed.

Prerequisite: 1456F,S,H or permission of the instructor.
M. A. Levin

3461 F,S,H SPECIAL TOPICS IN HISTORY AND PHILOSOPHY OF EDUCATION
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

3480 F,S,H RELIGIOUS DIMENSIONS OF SOCIAL ETHICS
An analysis of social ethics and social policy questions in the context of different religious perspectives. The progressive and retrogressive role of religion in contemporary culture will be examined. The relation of religion to the formation and transformation of communities will also be discussed.
E. V. Sullivan

3481 F,S,H DEVELOPING RELIGIOUS PERSPECTIVES
In this course a study will be made of the perspectives people have adopted around the world with respect to the "large questions of life" such as origins, destiny, death, suffering, meaning in life, community, ecology. Consideration will be given to how these perspectives have developed and must continue to be modified over time. In particular, the course will explore how teaching in this area can take place in schools and other settings.
C. M. Beck

3490 F ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I
Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

3491 S ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II
See description for course 3490F.
Staff

3494 F,S,H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I
Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not

given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 F,S,H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II
See description for course 3494F,S,H.
Staff

The following courses are accepted for credit in the Department of History and Philosophy of Education. For descriptions, see the relevant departments.

Adult Education
1116 F,S,H Learning Values in Adulthood (C. M. Beck)

Applied Psychology (joint program with McLuhan Program in Culture and Technology; identifier JME, not EDT)
1234 F,S,H Foundations of Cognitive Science (E. C. Olsen and D. R. Olson)

Higher Education
1801 F The History of Higher Education in Canada: An Overview (W. Brehaut and staff)
1822 F The Idea of the University and the College (I. Winchester)

Sociology in Education
1970 S Sociological Theory in Education (D. Misgeld)
1973 F Women and the Educational System (Staff)

Measurement, Evaluation, and Computer Applications (MECA)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor, and Chairperson of the Department
(computer aspects of measurement; data analysis; logic of inquiry; visual display of data)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Professor
(interaction of human values and computer applications; needs analysis of potential computer applications; formative evaluation of courseware)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from Applied Psychology

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)*
Professor, cross-appointed to Curriculum
(computer-assisted instruction in first and second languages; minority-language education and Franco-Ontarian studies; international, multicultural, and human rights education)

RINA S. COHEN, *Ph.D. (Ottawa)*
Associate Professor
(mathematical microworlds and programming environments for children; design of intelligent coaching within microworlds; computer applications in math education)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Associate Professor
(item banking; tailored testing; physics, chemistry, and general science achievement surveys)

GILA HANNA, *Ph.D. (Toronto)*
Associate Professor, cross-appointed to Curriculum
(data analysis and statistics; mathematics education)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(cognitive, affective, and career skills assessment)

ROBERT K. LOGAN, *Ph.D. (Massachusetts Institute of Technology)*
Associate Professor, cross-appointed from the Department of Physics, University of Toronto
(the effect of computers on learning, teaching, and social interactions in classrooms; applications of computers in science education; literacy and communication theory)

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Professor, cross-appointed to Field Services and Research as Head (Sponsored Research)
(data analysis; evaluation; assessment of achievement)

ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; instrumentation; software development)

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Professor
(psychometrics and analysis of categorical data (dual scaling))

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor
(development of curriculum materials, systems, and languages for computer-assisted instruction/training and interactive video; research in instructional and media design; expert systems)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed from Educational Administration

IRVIN RUBINCAM, *Ph.D. (Toronto)*
Assistant Professor
(instructional systems development; bibliometrics; information utilization; issues in educational computing)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed from Curriculum

MARLENE SCARDAMALIA, *Ph.D. (Toronto)*
Professor, and Head, Centre for Applied Cognitive Science
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor, cross-appointed to the Faculty of Management, University of Toronto
(learning and decision-making in intelligent organizations; cognition and thinking in organizations; decision conferencing; computer-supported cooperative work)

ROSS E. TRAUB, *Ph.D. (Princeton)*
Professor
(educational measurement and evaluation)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed from Curriculum

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
(design and statistical analysis of experiments; multivariate analysis)

HARVEY GOLDSTEIN, *B.Sc. (Manchester)*
Postgraduate Diploma in Statistics, F.R.S.S.
(theoretical and applied statistics in human sciences)

HANNA MAYER, *Ph.D. (Florida State)*
(needs assessment; instructional design; implementation and evaluation of educational innovations, specifically interactive technologies)

GRAHAM F. SCOTT, *B.A. (Toronto)*
Project Director, MECA

HARVEY A. SKINNER, *Ph.D. (Western Ontario)*
Psychologist, Addiction Research Foundation, Toronto

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director, MECA, and Supervisor of Computing Services Group
(data analysis and statistics; research and school applications of computers; achievement surveys)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

PETER J. EVANS, *M.Ed. (Toronto)*
Project Director, and Head, OISE Ottawa Valley Centre
(English evaluation: student and program; large-scale assessment of language and writing – elementary, secondary, and postsecondary)

G. PHILIP NAGY, *Ph.D. (Alberta)*
Associate Professor, OISE/UWO Educational Leadership Centre
(measurement; data analysis; multidimensional scaling)

PROGRAMS OF SPECIALIZATION

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in Measurement, Evaluation, or Computer Applications, with emphasis on applying these to education. In the MECA department students newly admitted to the M.Ed. degree program are required to pursue Option II ordinarily (eight half-courses plus a research project/paper; see page 28).

See pages 28 to 35 for M.A., Ed.D., and Ph.D. requirements.

Candidates commencing a doctoral program after July 1, 1986, will be required to take a comprehensive examination during the program. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. The M.A. program in the MECA department requires two terms of full-time study in the Regular Session. The terms need not be undertaken consecutively.

In order to acquire depth in a field of specialization students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take at least four half-courses in their area of specialty: Measurement or Evaluation or Computer Applications. Each degree program is available in each of the specialities.

Computer Applications Specialization
This specialty develops knowledge and skills in the application of computers in instruction, research, and administration. At the master's level, course 1503 provides foundation knowledge. Skills in selected kinds of computer programming and in the use of computers will be required for some courses in computer applications. These skills may be acquired through non-credit course 1506. Details and enrolment forms for this course are available from the MECA department. Specific areas of applications and methodology follow in other 1500-level courses.

M.A. and Ph.D. programs develop skills in applied behavioral research in which computer methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1503, three other computer applications courses, and two half-courses in statistics and behavioral sciences appropriate to the interests of the individual student; a research course such as 1504 or 1660 is strongly encouraged. In the doctoral program, at least four doctoral-level courses will ordinarily be required.

Evaluation Specialization
In this specialty, students develop knowledge and skills in social program evaluation, pupil evaluation, and large-scale assessment of education. Courses 1613, 1660, 1666, 1680, and 1520 provide foundation knowledge and skills. Courses 1610, 1615, 1619, and 1670 will be relevant to some programs, as will courses in other departments – e.g., 1137 Evaluation of Adult Education Programs; 1360 Evaluation of Curriculum and Instruction; and 1363 Curriculum Guidelines and Student Evaluation. At the doctoral level, 3610 and 3666 are required; at least two other doctoral-level courses are ordinarily required. Students will normally be expected to become involved in an ongoing evaluation project during their residence year(s).

Evaluation of a wide range of social programs is included under "program evaluation," such as health care delivery, labor education, nursery and preschool, manpower training, services to exceptional children, and programs in higher education. Students are expected to acquire knowledge and skill in both qualitative and quantitative methods. Large-scale assessment is a specialty emerging in its own right, incorporating educational program evaluation.

Measurement Specialization
M.A. and Ph.D. programs in this specialty develop researchers in the fields of measurement and quantitative methods and theory. Training is provided in the areas of statistics, test theory, scaling, factor analysis, test development, and research methods appropriate for the design and execution of empirical investigations.

Students who enter the M.A. program in Measurement with the intent of pursuing a Ph.D. degree are advised to take the following courses: 1670 and 3666. Those students entering the regular Ph.D. program with M.Ed. or M.A. degrees from other universities or other OISE programs should have taken the equivalent of these courses or plan to take them as part of their Ph.D.

program. Ph.D. students are ordinarily required to take at least four 3600-level courses.

M.A. and Ph.D. students in Measurement are expected by the end of their first year of residence to demonstrate competence in data processing. Successful completion of 1520 or demonstrated competence in one major programming language would satisfy this requirement. In addition, proficiency in matrix algebra (take 1602 if necessary) and calculus is expected of Ph.D. candidates.

INTERDISCIPLINARY FOCUSES

Students in MECA may be interested in one of the following focuses. For details, consult the section "Interdisciplinary Focuses in Graduate Studies."

Adaptive Instruction. Courses 1500, 1505, 3502, 3503, 3512 are appropriate for this focus. Students may consult Dr. R. Cohen.

Applied Cognitive Science. Course 3502 is associated with this focus. Contact Dr. M. Scardamalia for further information.

Instructional/Educational Technology. Relevant courses include 1500, 1501, 1505, 1509, 1511, 1518, 3503, 3511. Interested students are urged to consult Dr. W. P. Olivier.

OFF-CAMPUS COURSES IN MECA

From time to time the department offers some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. Admission requirements for the M.Ed. program are the same for off-campus courses as for the regular campus program.

Information materials for courses to be offered in the 1990/91 Regular Session for continuing students will be available from the Office of Graduate Studies on *March 1*. New applicants should apply by *February 1*, although later applications in the off-campus program will be considered.

DEPARTMENTAL ADMISSION REQUIREMENTS

(a) The admission requirements for the M.Ed. degree program are outlined on pages 27 to 28.

(b) The usual admission requirement for the M.A. program is a four-year undergraduate degree in mathematics, statistics, computer science, or a relevant social or behavioral science.

(c) Students may be admitted to the Ed.D. or Ph.D. programs in this department contingent upon satisfactory completion of a Qualifying Research Paper or a master's thesis. A student's admission will be confirmed, however, only when his or her Qualifying Research Paper or master's thesis has been judged to be of sufficiently high quality to warrant admission into the doctoral program. Please consult the *OISE Guidelines for Theses, QRP's and Orals,* and the admission requirements in the "General Requirements for Degrees" section in this Bulletin.

(d) Applicants from outside Canada whose mother tongue is not English should note the requirement on page 11 of this Bulletin. Evidence that an acceptable level of proficiency in English has been achieved must be submitted before the student leaves for the University of Toronto.

(e) Prospective Ed.D. candidates should not make arrangements for full-time resident study (e.g., apply for sabbatical leave) until they have been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper. The ideal arrangement is for Ed.D. candidates to begin their Ed.D. program on a part-time basis so that they can devote most of their resident year to their dissertation research.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. Nonetheless, doctoral students may receive credit for 1500- and 1600-level courses, and master's students may take 3500- and 3600-level courses.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35.

Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36.

Courses 1504, 1520, 1660, 1666, and 3666 are applicable to both specialties.

Courses usually taken in M.Ed. programs are offered after hours in the Regular Session.

Although the schedule of courses actually offered is determined after publication of this Bulletin, the following courses are ordinarily among those offered in the Summer Session: 1500F,S,H, 1503F,S,H, 1505F,S,H, 1506F,S,H (Non-Credit), 1515F,S,H, 1517F,S,H, 1601F,H (Non-Credit), 1610F,H, 1611F,S,H, 1615S,H, 1660F,S,H, 1666F,S,H, 3666F,S,H. Please consult the OISE Summer Session or OISE Regular Session schedules for actual course offerings.

COMPUTER APPLICATIONS COURSES

1500 F,S,H COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization. Instructional design issues will be emphasized.
W. P. Olivier and *I. R. Rubincam*

1501 F,S COMPUTER-GUIDED INSTRUCTION

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
S. Churchill and *W. P. Olivier*

1503 F,S,H INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics, representative of the concerns of other computer applications courses, may be as follows: computer technology in education, computers in the classroom, personal computers, courseware evaluation, programming environments for children, interactive instruction technologies, computers in the curriculum, research data analysis and processing, administrative applications. *Note:* No previous experience required. This is not a skills-oriented course, but completion of, or concurrent registration in, 1506F,S,H (Non-Credit) is highly desirable.
R. S. Cohen, R. K. Logan, I. R. Rubincam, G. S. Tracz, and staff

1504 F,S,H RESEARCH PRACTICUM IN MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS

Techniques of data analysis and computer applications in applied behavioral research are illustrated in the development, implementation, and analysis of specific research projects. The students will also become acquainted with the various technical support resources applicable to a master's or doctoral thesis and will be given a forum to develop and present their own thesis ideas. All MECA students preparing for a thesis should consider this course; students in other departments in the Institute may enrol by permission of the instructor.
Staff (offered as required)

1505 F,S,H INSTRUCTIONAL PROGRAMMING

Procedures for the selection and development of individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.

Prerequisites: Proficiency in at least one programming language and 1500F,S,H.
W. P. Olivier and *I. R. Rubincam*

1506 F,S,H PREREQUISITE SKILLS IN COMPUTER APPLICATIONS (Non-Credit)

Students enrolled in MECA courses who do not have a background in the use of computers are advised to take this eight-session (sixteen hours) non-credit course,

or to make arrangements to acquire this knowledge. Topics covered include: microcomputer components and terminology, basic programming concepts, overview of programming languages, databases, and other applications. Details and enrolment forms are available from the department.
R. S. Cohen and staff

1509 S EDUCATIONAL TECHNOLOGY AND PRODUCTION DESIGN

A course on video and videodisc and their applications to education and training. Experience is provided in applying the principles of instructional systems design and production discussed in class to the development of materials in the computer graphics laboratory and television studio.

Prerequisites: 1500F,S,H and 1505F,S,H.
W. P. Olivier

1510 F,S,H COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

The use of computers in answering research questions; experimental control, data collection and analysis, computer applications in current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.
Staff (offered as required)

1511 F COMPUTER-ASSISTED LANGUAGE INSTRUCTION: LEVEL I

An overview course on using computers to assist language learning emphasizing principles of integrated design for use in classrooms. Topics include principles of application, selection of courseware, and teacher use (laboratory work required).
S. Churchill

1513 F DEVELOPMENT TOOLS FOR EDUCATIONAL SOFTWARE

Detailed exploration and use of professional tools for prototyping and implementing educational software, including prototyping environments such as Hypercard, programming languages such as ‘C’ and Hypertalk, windowing environments and toolkits, operating systems, and strategies for software portability.

Prerequisite: Experience or interest in technical aspects of software development.
R. S. McLean

1515 F,S,H COMPUTERS IN THE CURRICULUM

The use of computers in schools as tools for students in curricula other than computer studies. The major emphasis is on determining the specific needs (of students, teachers, etc.) that computers can meet. Class members will determine the ways in which computers *should* be used in a particular grade/subject setting.

Prerequisites: 1503F,S,H and 1506F,S,H (Non-Credit) or equivalent.
R. S. Cohen, R. S. McLean, and *R. G. Ragsdale*

1516 F,S,H TEACHING AND LEARNING COMPUTER PROGRAMMING

Topics include *(a)* use of programming environments in the elementary school; Logo and other microworlds for children; *(b)* secondary school programming applications in mathematics and computer science; *(c)* research on the cognitive prerequisites and effects of learning programming; *(d)* instructional systems for teaching programming.

Prerequisite: Programming experience or permission of the instructors.
R. S. Cohen, R. S. McLean, and *R. G. Ragsdale*

1517 F,S,H MICROCOMPUTERS AND EDUCATION

Study of the technical characteristics of microcomputer infrastructure for education, including the principles of computer hardware, software, operating systems storage, graphic displays, networks, and peripheral devices. Emphasizes layered architectures, emerging standards, and software portability environments.
R. S. McLean

1518 F EDUCATIONAL TECHNOLOGY: INSTRUCTIONAL DESIGN

Procedures involved in the systematic design of instruction and training in education will be covered. Discussion will focus on computer-based training and interactive

video, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
W. P. Olivier

1520 H PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments. Use of computers for statistical data processing and analysis. Selected topics in quantitative research strategies, with emphasis on regression, tabulation, and analysis of variance.

Prerequisite: 1666F,S,H or permission of the instructor.
Staff

1525 S THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.
S. Padro and *G. S. Tracz*

1531 S THE MICROCOMPUTER IS THE MEDIUM AND EDUCATION IS THE MESSAGE

We shall study the use and effects of computers in education from the perspective of the communication ideas and theories of Innis and McLuhan. We assume that computers are not only processors of information but also media of communications. A comparison of literacy, numeracy, and computer literacy will be made to determine the most effective and creative ways in which computers can be used in the classroom and other educational settings.
R. K. Logan

1551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)
Staff

1552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL (Pass/Fail)

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.

Prerequisite: 1513F or equivalent.
R. S. McLean

3501 F DECISION SUPPORT SYSTEMS IN EDUCATION

An examination of the application of computing/communications technologies that help educational decision-makers to solve ill-structured problems in various functional areas of their responsibilities. Emphasis will be given to the field of decision support systems – a growing field very much interdisciplinary in nature, drawing upon developments in database management, language processing, operations research and modelling, artificial intelligence, and cognitive psychology.

Prerequisite: 1503F,S,H, 1525S, or permission of the instructor.
G. S. Tracz

3502 F COMPUTER-SUPPORTED INTENTIONAL LEARNING ENVIRONMENTS

Computer-supported intentional learning environments have two principal objectives: *(a)* to upgrade the conceptual quality of what is learned; and *(b)* to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

3503 S EDUCATIONAL TECHNOLOGY: INTERACTIVE VIDEO/GRAPHICS

Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person-machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.

Prerequisite: 1500F,S,H, 1501F,S, or 1505F,S,H.
W. P. Olivier

3511 S COMPUTER-ASSISTED LANGUAGE INSTRUCTION: LEVEL II

A course emphasizing personal project work in designing applications of computers in language learning situations or in design and/or programming of tools to aid intentional language learning (first and second language).

Prerequisite: 1505F,S,H, 1511F, or permission of the instructor.
S. Churchill

3512 S INTELLIGENT TUTORING SYSTEMS AND MICROWORLDS

A research seminar dealing with the application of Artificial Intelligence (AI) techniques to the design of sophisticated computer-based instructional systems and learning environments. Topics include: an overview of AI, knowledge representation and utilization, student modelling and diagnosis, intelligent tutoring systems, computer coaches, and microworlds.
R. S. Cohen

3517 S EVALUATION AND MICROCOMPUTER-BASED CURRICULUM MATERIALS

A critical examination of the role of evaluation in the development and selection of microcomputer-based curriculum materials. Includes both summative and formative aspects of evaluation, plus the importance of "side effects" evaluation. Consideration is also given to the role of software science and instructional design.

Prerequisite: 1517F,S,H or equivalent experience.
R. S. McLean and *R. G. Ragsdale*

3535 S SIMULATION MODELS OF COGNITION AND LEARNING

Information-processing models in the fields of problem-solving and decision-making. Cognition as a biological phenomenon. Mental models and simulation techniques. Computers, meaning, speech acts, and tools for conversation. Computer-supported cooperative work for group collaboration and organizational learning.
G. S. Tracz

3538 F,S,H SIMULATION AND GAMING FOR EDUCATIONAL DECISION-MAKING

The course consists of the study of simulation models and their use in educational decision-making and policy analysis. It includes simulation model design, development, and evaluation, with applications to both large- and small-scale systems. The opportunity to explore a number of computer-based simulation models will be provided.
S. Padro

3551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: DOCTORAL LEVEL

Description as for 1551F,S,H. (This course does not fulfil the purpose of 3552F,S,H, which is normally conducted on a tutorial basis.)
Staff

3552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL (Pass/Fail)

Description as for 1552F,S,H (Pass/Fail).

3556 F,S,H RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION (Pass/Fail)

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, social implications, and advanced qualitative methods.
Staff

MEASUREMENT AND EVALUATION COURSES

1601 F,H DESCRIPTIVE STATISTICS (Non-Credit)

Students enrolling in courses 1610F,H, 1611F,S,H, or 1660F,S,H, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
M. D. Ellis and *A. Even*, Summer Session (first two weeks) and Regular Session (first five weeks)

1602 F ELEMENTARY MATRIX ALGEBRA (Non-Credit)

Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, singularity, linear dependence, trace, idempotent matrices, projection, rank, elementary matrices, reparameterization for linear statistical models, eigenvalues/eigenvectors, and canonical analysis.
S. Nishisato, Regular Session (first five weeks)

1610 F,H INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of measurement and evaluation, and the interpretation and application of test scores and other measures. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; achievement, aptitude, and other types of measures; marks and marking systems; the evaluation program; recent developments.

Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
M. D. Ellis, A. Even, and *S. B. Khan*

1611 F,S,H EDUCATIONAL AND PSYCHOLOGICAL TESTING FOR COUNSELLING

A survey of standardized tests typically used by counsellors in school, community college, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in the administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.

Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
S. A. Alvi and *S. B. Khan*
Note: Students may not take both 1610F,H and 1611F,S,H for credit in a degree program in this department.

1612 F,S,H AFFECTIVE ASSESSMENT IN EDUCATION

Nature of affective learning, objectives, measurement (self-report, observation, rating scales and checklists, indirect testing, and projective techniques), scoring techniques, reliability, validity, educational implications.
S. B. Khan

1613 F,S,H APPLIED PSYCHOMETRIC METHODS

Designed for students who have taken an introductory course in statistics, this course will acquaint them with some currently accepted psychometric techniques for constructing and validating psychological measures. It will also provide experience in applying associated computer programs to realistic sets of data and in interpreting the resulting computer output.
R. E. Traub

1615 S,H TEST CONSTRUCTION

Development of educational and psychological measuring instruments. These will include classroom tests and

other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.
M. D. Ellis and *M. W. Wahlstrom*

1619 F ALTERNATIVES TO QUANTITATIVE EVALUATION IN EDUCATION

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focusses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with field work.
J. Weiss

1651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652F,S,H, which is normally conducted on a tutorial basis.)
Staff

1652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1654 S EVALUATION OF EDUCATION AND HUMAN SERVICES PROGRAMS

Approximately equal time will be given to quantitative and to qualitative approaches, from randomized field experiments to naturalistic evaluation in schools, social service agencies, and health services. The program evaluation process will be analysed from preparation of the evaluation agreement to presentation of the final report, giving attention to *Standards for Evaluation of Educational Programs, Projects and Materials*. Students without experience in program evaluation should take this course before taking course 3610F,S Evaluation Methodology and Theory.
L. D. McLean, M. W. Wahlstrom, and *J. Weiss*

1659 F,S,H EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION

Each student in this course will identify a "current issue," preferably related to his/her day-to-day work, to be evaluated. The issues so defined will serve as vehicles for developing measurement, statistical, and design concepts essential to an understanding of research literature. The course is designed for students interested in interpreting and evaluating research studies; no prior background in mathematics or science is required, and no computing will be required in the coursework.
H. H. Russell

1660 F,S,H INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

While the general emphasis is on developing critical readers of research and of other evaluative educational literature, this course should also prove useful to students who intend to conduct research and prepare a dissertation, thesis, or major research paper.

Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, interpreting results, and the writing of research reports. Students may be required to conduct a small research project or to write a critial review of some segment of the educational research literature.

Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
M. D. Ellis and *A. Even*

1666 F,S,H ELEMENTS OF STATISTICS

Descriptive statistics, probability measure, random variable, expectation, probability distributions, sampling distributions, central limit theorem, hypothesis testing, inferences concerning mean, proportion, standard deviation for one- and two-sample problems, correlation, linear regression, and analysis of variance.

Prerequisite: Knowledge of elementary arithmetic and algebra.

D. F. Burrill, G. Hanna, S. B. Khan, L. D. McLean, S. Nishisato, R. E. Traub, and staff

1670 Y MEASUREMENT THEORY AND ASSOCIATED DATA ANALYTIC TECHNIQUES

A full course required for students in the M.A./Ph.D. program in educational measurement. Topics covered: test theory (including classical test theory, generalizability theory), factor analysis (including exploratory and confirmatory factor analysis, item response theory), and scaling (including dual scaling, Thurstonian scaling, metric and nonmetric multidimensional scaling).

Prerequisites or corequisites: 1602F (Non-Credit), 1666F,S,H, and 3666F,S,H.

S. Nishisato, R. E. Traub, and *R. G. Wolfe*

1680 F APPLIED SCALING

(Pass/Fail)

Practical treatments of popular scaling methods: dual scaling (optimum quantification and analysis of contingency tables, multiple choice, paired comparison, ranking, sorting and rating data), Thurstonian methods of paired comparison, rank-order and successive categories, metric and nonmetric multidimensional scaling, and a few others.

Prerequisite: 1666F,S,H or permission of the instructor.

S. Nishisato

3602 F ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis testing for unrestricted and restricted common-factor analysis, rotation methods, and factor-score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.

Staff

3605 H ADVANCED TEST THEORY

A seminar on recent advances in test theory.

Desirable background: 3666F,S,H.

R. E. Traub

3608 F,S,H ADVANCED PERSONALITY MEASUREMENT

Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; situational versus trait theoretical models; personality change; moods and states; method variance and response styles; classification and typologies; clinical versus statistical prediction models.

Prerequisites: 3666F,S,H or equivalent, plus a course in personality theory.

Staff

3610 F,S EVALUATION METHODOLOGY AND THEORY

Theories and their links to methodology are used to examine the logic of evaluative inquiry. Subject matter theories, such as language theory, are seen to play a role as well as subjectivist and objectivist epistemologies. Prominent evaluation models (e.g., CIPP, illuminative, responsive) are compared and contrasted to bring out their conceptual bases.

Students wishing an introduction to evaluation methodology should register for course 1654S and/or more specialized courses such as 1619F, 1124F,S, or 1133F,S. Courses 3610F,S and 1654S are normally required for the evaluation specialization in MECA.

Prerequisite: Master's level course such as those listed above, or permission of the instructor.

J. Weiss

3621 F VISUAL TECHNIQUES OF EDUCATIONAL DATA ANALYSIS

Techniques of organizing and displaying educational data so as to permit some of the underlying structure to emerge and thus to

inform conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval-scale data are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will apply the techniques mentioned to one or more sets of educational data of interest to them, thereby generating conjectures and/or testing hypotheses (as appropriate).
D. F. Burrill

3637 S ADVANCED SCALING THEORY
Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, different approaches to individual-difference multidimensional scaling, and recent developments in scaling.

Prerequisites: 1602F (Non-Credit) and either 1670Y or 1680F, or permission of the instructor.
S. Nishisato

3651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL
Description as for 1651F,S,H. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff

3652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL
Description as for 1652,F,S,H.

3660 F PRACTICUM IN RECENT EDUCATIONAL RESEARCH
Essentially a continuation of 1660F,S,H, this seminar is intended primarily for doctoral students in a number of departments. The main activity will be the cooperative critiquing and evaluation of recent research papers, ongoing projects, and research proposals. The content of the course will depend on the specific research interests and activities of the participants. The main goal of the program will be to improve the student's ability for critical appraisal of research articles, projects, and proposals. The course should be of interest to those who will be proposing a thesis or who recently have begun work on a thesis or major research report.

Prerequisite: 1660F,S,H or equivalent, or permission of the instructor.
A. Even (offered as required)

3666 F,S,H INTERMEDIATE STATISTICS AND RESEARCH DESIGN
Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.

Prerequisite: 1666F,S,H, or equivalent, or permission of the instructors.
D. F. Burrill, G. Hanna, and staff

3668 S MULTIVARIATE ANALYSIS WITH APPLICATIONS
Multivariate statistical procedures as applied to data analysis. Coverage of such current topics as multivariate analysis of qualitative data, linear structural equation models, and multi-level regression models as well as such traditional topics as multivariate analysis of variance, canonical correlation, and multiple discriminant analysis.

Prerequisite: 1602F (Non-Credit), 1670Y, 3666F,S,H, or permission of the instructors.
S. Nishisato and *R. E. Traub*

3672 Y ED.D. PRACTICUM IN EDUCATIONAL EVALUATION
Supervised experience in an area of field work, under the direction of faculty and field personnel. Examples of typical activities are developing an action project and/or acting as research assistant and advisor to educational bodies or agencies.

Arrangements for this practicum ordi-

narily are made in consultation with the student's Ed.D. thesis committee.
Staff (offered as required)

3673 H ADVANCED SEMINAR IN EVALUATION PROBLEMS

An advanced seminar dealing with practical considerations associated with the implementation of evaluation strategies in field settings. It is intended to draw extensively upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.

Prerequisite: 3610F,S or equivalent.
Staff (offered as required)

Note: Practicum 3672Y and Seminar 3673H may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.

3674 H ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.
Staff

The following courses might also be of special interest to students in Measurement, Evaluation, and Computer Applications:

Adult Education: 1133F,S, 1137F,S

Applied Psychology: 1205H

Curriculum: 1360F,S,H, 1363F,S,H

Higher Education: 1828F,S,H

Sociology in Education

DOROTHY E. SMITH, *Ph.D. (California at Berkeley)*
Professor, and Chairperson of the Department (to June 30, 1990), cross-appointed to the Department of Sociology, University of Toronto
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)

Graduate Studies Academic Secretary, to whom program inquiries for this department should be directed:
RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(Postmodernism in art and media; existentialism, phenomenology, and hermeneutics in the human sciences and education; photography as a research and communicative medium)

Coordinator of Ed.D. program, to whom inquiries should be directed:
EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, cross-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labor market; applied social research and policy analysis; employment equity)

MARJORIE COHEN, *Ph.D. (York)*
Professor
(economics and women's work; Canadian political economy; feminist theory; social change and public policy; economic development and women)

MARGRIT EICHLER, *Ph.D. (Duke)*
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist theory and methodology; changes in contemporary families and family policy; new reproductive technologies; a comprehensive non-sexist approach to social inequality)

MICHAEL FULLAN, *Ph.D. (Toronto)*
Professor, cross-appointed from the Faculty of Education, University of Toronto; Dean, Faculty of Education, University of Toronto
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

MADAN L. HANDA, *Ph.D. (London)*
Professor
(economics and the political economy of education; Marxist and Third World studies; multiculturalism; Gandhian thought; education and world peace)

JAMES L. HEAP, *Ph.D. (British Columbia)*
Associate Professor, cross-appointed to the Department of Sociology, University of Toronto
(social organization of literacy activities; sociality and cognition; classroom discourse; ethnomethodology; qualitative methodology)

MONICA HELLER, *Ph.D. (California at Berkeley)*
Associate Professor, cross-appointed from the Centre for Franco-Ontarian Studies
(Franco-Ontarian studies; ethnography of communication; sociology of language; bi/multi-lingualism and bi/multi-culturalism)

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Professor
(comparative political economy and education; ideologies and class consciousness; alternative social and educational futures)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor, cross-appointed from History and Philosophy of Education

ROXANA NG, *Ph.D. (Toronto)*
Associate Professor
(race and gender relations; multicultural, anti-racist education; feminist pedagogy; community–state relations)

MARY O'BRIEN, *Ph.D. (York)*
Professor (on indefinite leave)
(feminist studies in education; political economy of education and the family; hegemony theory)

C. PAUL OLSON, *M.A. (Princeton)*
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

RUTH R. PIERSON, *Ph.D. (Yale)*
Associate Professor, cross-appointed from History and Philosophy of Education

W. GORDON WEST, *Ph.D. (Northwestern)*
Associate Professor, cross-appointed to the Centre of Criminology, University of Toronto
(critical ethnography; participatory research; comparative adolescence; delinquency, juvenile justice, and crimes of imperialism; revolutionary movements, ideology, and education in Latin America)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

GEORGE E. BURNS, *Ed.D. (Toronto)*
Associate Professor, OISE Midnorthern Centre
(applied research; social inequities; phenomenology of planned change; policy, innovation, and change process analysis; school and community relations; school closure; French immersion implementation)

ASSOCIATED INSTRUCTORS:

ANN DENIS, *Ph.D. (London)*
Professeure agrégée, Département de sociologie, Université d'Ottawa

RONALD D'COSTA, *Ph.D. (Louvain)*
Professeur agrégé, Département de sociologie, Université d'Ottawa

RUBY HEAP, *Ph.D. (Montréal)*
Professeure adjointe, Département d'histoire, Université d'Ottawa

PROGRAMS OF SPECIALIZATION

This department offers programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. M.Ed. and M.A. studies may be pursued on a part-time basis.

The new M.Ed. degree program pertains to students commencing in the 1986 Summer Session and thereafter. (See pages 27 to 29.) In the Department of Sociology in Education the M.Ed. degree may be pursued under either Option II (eight half-courses and a research paper) or Option III (six half-courses and a thesis). Admission to Option III is based on a four-year undergraduate degree in sociology or equivalent. Applicants who prefer Option III should so indicate on their application for admission and discuss this choice as soon as possible after admission with their faculty advisor.

Le Département de sociologie de l'éducation offre un programme de cours à distance menant au diplôme de M.Ed., et dont la langue d'enseignement est le français. Les étudiants de Toronto peuvent suivre ces cours avec la permission du professeur. Vous trouverez ci-dessous la description en français des cours qui font partie de ce programme. Pour de plus amples renseignements, prière de consulter la rubrique «Études en français» (page 53).

For the Ed.D. program, courses of study are arranged in consultation with the faculty advisor after admission; however, they must include 3996S.

The development of an individual program is the responsibility of each student. The department offers to students a variety of means of assistance in the articulation and focussing of intellectual concerns.

These include: coursework in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; and the utilization of related courses in other graduate departments of the University of Toronto as well as within the Institute.

Ph.D. candidates are required to take a comprehensive examination at the end of their residence. *Please note* that the comprehensive examinations are scheduled yearly. Please consult departmental regulations.

RESEARCH FOCUSES

Currently, faculty and student research and interests offer differentiated approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five areas listed below. It must be stressed that these areas are flexible and interacting emphases rather than rigid enclaves.

FOCUS ON POLICY AND PRACTICE IN EDUCATION

Relevant courses: 1900, 1903, 1907, 1926, 1930, 1948, 1960, 1973, 3995, 3996. A creative variety of approaches concerned with the interface between policy, practice, and research (e.g., policy analysis, program evaluation, planned change, organizational and community development, implications for practitioners). Faculty include: George Burns, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, Roxana Ng, Paul Olson, and Dorothy Smith.

FOCUS ON POLITICAL ECONOMY OF EDUCATION

Relevant courses: 1950 is the core course for this focus, introducing its central concepts; 1904, 1920, 1941, 1953, 1974, 3935, 3940, 3953, 3954, 3995. Theory and methodology of historical materialism; the impact of social class and gender on schooling, and schooling as a reproducer of gender and class; the impact of economic development and underdevelopment on education; the state and education; social crisis and educational reform; labor markets, the labor process, and skills training; women's labor and economic development; historical and contemporary Canadian issues. Faculty include: Marjorie Cohen, Madan Handa, David Livingstone, Roxana Ng, Dorothy Smith, Gordon West.

FOCUS ON EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE AND COGNITION

Relevant courses: 1917, 1928, 1930, 1932, 1939, 1996, 3927, 3928, 3934. Inquiry into the contemporary organization of knowing and knowledge from phenomenological, hermeneutical, Marxist, interpretive, and ethnomethodological perspectives. Faculty include: James Heap, Dieter Misgeld, Ronald Silvers, and Dorothy Smith.

FOCUS ON FEMINIST STUDIES AND GENDER RELATIONS IN EDUCATION

Relevant courses: 1907, 1917, 1972, 1973, 1974, 3972. Gender studies in the family, school, and workforce; feminist theory and epistemology; feminist practice; gender, class, and cultural reproduction. Faculty include: Marjorie Cohen, Margrit Eichler, Roxana Ng, Ruth Pierson, and Dorothy Smith.

FOCUS ON CRITICAL PEDAGOGY AND CULTURAL STUDIES

Relevant Courses: 1903, 1908, 1953, 1988, 1996, 3927. The role of education in reproducing cultures, symbolic dominance, and social inequalities, and the potential of alternative teaching materials and strategies for overcoming oppressive conditions. Related courses are also offered in the departments of Curriculum and History and Philosophy of Education. (See "Interdisciplinary Focuses" section for a fuller description of all current members and courses.) Faculty include: Madan Handa, Monica Heller, David Livingstone, Dieter Misgeld, Roxana Ng, Paul Olson, and Gordon West.

FOCUS ON COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION
This focus is fully described in the Department of Adult Education section of the Bulletin. Relevant courses: 1139 (core course offered in Adult Education can be counted for Sociology in Education credit), 1920, 1941, 1948, 1988, 3930, 3935, 3940, 3954, 3967. Faculty include: Madan Handa, David Livingstone, Paul Olson, Gordon West, and Joseph Farrell (Adult Education).

GENERAL INFORMATION

New applicants should apply through the Office of Graduate Studies by February 1. If they wish to be considered for an OISE Graduate Assistantship, February 1 is also the deadline for receipt of that application. This department welcomes applicants with diverse but relevant backgrounds that may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate or graduate equivalence for admission.

From time to time the department offers existing courses in an off-campus program. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the first and second terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference, both of which should be from university instructors, if at all possible. These are in addition to the general requirements for admissibility as outlined on pages 11 to 13 and 27 to 34. All incoming students without adequate preparation in sociology in education are strongly encouraged to commence their program by taking 1900F,S.

For information on the Ed.D. program in the Department of Sociology in Education, please contact Edward Harvey. The department strongly encourages prospective Ed.D. applicants to develop their methodological and theoretical competence during their master's programs.

Information and pre-enrolment materials for off-campus and on-campus courses to be offered in the 1990 Summer Session and the 1990/91 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

Courses listed in French are generally taught in distance mode. Please check with the instructor. Also see page 53, "Études en français."

1900 F,S INTRODUCTION TO SOCIOLOGY IN EDUCATION

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
P. Olson, Regular Session (after hours); Staff, Summer Session 1990

1900 F INTRODUCTION À LA SOCIOLOGIE DE L'ÉDUCATION

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhen-

sion du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
Membre de la faculté à déterminer, session régulière (automne)

1903 F SOCIOLOGY OF MINORITY GROUPS, MULTICULTURALISM, AND POLICY-MAKING IN EDUCATION
This course critically assesses multicultural education in light of the development of race relations in Canadian society, and explores the movement toward formulations of anti-racist education.
R. Ng, Regular Session (after hours)

1903 S L'ÉDUCATION MULTILINGUE ET MULTICULTURELLE : L'ANALYSE SOCIOLOGIQUE
Ce cours est traité comme un séminaire : l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller, session régulière (printemps)

1904 F SOCIAL STRATIFICATION AND SCHOOL SYSTEMS
Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity and mobility in Canada and other industrial societies will be assessed.
D. W. Livingstone, Regular Session

1904 S LA STRATIFICATION SOCIALE ET LE SYSTÈME SCOLAIRE
Ce cours étudiera la construction des systèmes de stratification selon la classe sociale et le sexe dans les milieux de travail, au foyer et dans la communauté ; l'on traitera aussi de l'influence que de telles formes de stratification peuvent avoir sur les processus éducatifs, ainsi que sur le rôle de l'école et des enseignants en reproduisant et en changeant ces formes sociales. On évaluera l'étendue des possibilités économiques et éducatives de même que la mobilité tant au Canada que dans d'autres sociétés industrialisées.
D. W. Livingstone, session régulière (printemps)

1907 F CHANGES IN FAMILIES AND POLICY CONSEQUENCES FOR GOVERNMENT AND EDUCATION
An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
Staff, Regular Session (after hours)

1908 S SOCIETY AND SELF IN THE CLASSROOM
The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
C. P. Olson (not offered in 1990/91)

1909 F PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION
A sociological approach to the practical problems faced by different types of school

personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
Staff, Regular Session

1910 S SOCIOLOGY AND THE WORKING TEACHER

This course will study the uses of sociological perspectives and techniques in the understanding of the work situation of teachers with regard to the social impact of selected social problems, such as declining enrolment, unemployment, teacher strikes, racial tension. The emphasis will be on the classroom situation, the school organization, and the social role of education.
Staff (after hours; not offered in 1990/91)

1917 S EDUCATION, GENDER RELATIONS, AND MASCULINITY

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop oriented.
Staff, Regular Session

1920 F COMPARATIVE ADOLESCENCE: THE GLOBAL MEDIATION OF RACE, IMPERIALISM, CLASS, AND GENDER THROUGH AGE

An examination of various socialization theories with an emphasis upon individual agents of socialization inside and outside the school. Examples from pre-industrial, “underdeveloping,” and Western societies (including Canada) will be used to explore the social determinations of adolescence in historical and cross-cultural perspective (e.g., gender distinctions, age-based legal statuses, economic and labor-market contexts, secondary and vocational schooling, youth subcultures).
W. G. West, Regular Session (after hours)

1926 S STUDENT DEVIANCE, RESISTANCE, AND EDUCATIONAL TRANSFORMATION

Theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure. Practical issues of typification, classroom order, streaming, and special education will be addressed.
Staff, Regular Session

1926 S DÉVIANCE DE L'ÉTUDIANT ET RÉACTION DE L'ÉCOLE

Ce cours étudiera les théories de la déviance sociale et fera un examen systématique de la déviance de l'étudiant relativement au système scolaire, en particulier l'échec en éducation. L'on traitera de questions pratiques de typification, de l'organisation sociale de la salle de classe, de la répartition des élèves par niveau (streaming) et de l'éducation de l'enfance en difficulté.
Membre de la faculté à déterminer, session d'été

1928 F THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form – news, data, records, etc. – through which we know the world at “second hand.” The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. E. Smith, Regular Session (daytime)

1929 S THE SCHOOL AND THE COMMUNITY

This course explores the problematic relation between the school and what school personnel consider as “the community” by examining different forces (e.g., changing family composition, the women's movement, immigration, changing sexual and moral standards) that impinge on the school system, and how they have transformed the character of the school.
R. Ng, Regular Session (after hours)

1929 S L'ÉCOLE ET LA COMMUNAUTÉ
L'objectif de ce cours est d'explorer la problématique entre l'école et ce que son personnel considère comme «la communauté», en examinant les différentes influences (ex. structure familiale changeante, mouvement des femmes, immigration, standards sexuels et moraux changeants) qui affectent le système scolaire, et comment ces influences ont transformé la nature de l'école.
Membre de la faculté à déterminer, session d'été

1930 F SOCIOLOGY OF READING ACTIVITIES
This course will consider theories and assumptions about reading, reading activities, and tests in an effort to develop a sociological approach that accounts for both practical reasoning and classroom interaction as mediums through which reading is taught, learned, and evaluated.
J. L. Heap, Regular Session (after hours)

1932 S ETHNOMETHODOLOGY IN EDUCATION
The history, theory, and methodology of varieties of ethnomethodology will be covered, with a focus on studies of practical reasoning and activity organization in educational settings.
J. L. Heap, Regular Session (after hours)

1939 F EXPLORING HUMAN UNDERSTANDING AND EDUCATION THROUGH VISUAL MEDIA
This course brings together the theoretical question of how photographs acquire interpretive meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers of their photographic essays; and the viewers' opportunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is a prerequisite for the course.
R. J. Silvers, Regular Session (daytime)

1941 S COMPARATIVE EDUCATION: THIRD WORLD EDUCATIONAL ALTERNATIVES
In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. Based on this pattern of response we can speak of a "Third World educational alternative" embedded in the thought and practice of Gandhi, Mao, Nyerere, Freire, and Cabral, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education that has emerged as a part of the process of capitalist development.
M. L. Handa, Regular Session (not offered in 1990/91)

1942 F LANGUAGE, CULTURE, AND EDUCATION
The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture, and learning in and out of schools. The first section of the course will concern the nature and origin of cultural differences in language use patterns and social interactional styles. The second section will concern the consequences of those differences for school performance, and the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula that account for such differences.
M. Heller, Regular Session (after hours); in English in 1990/91 and alternate years

1942 F LANGUE, CULTURE ET ÉDUCATION
Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces diffé-

rences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller, session régulière (soirée) ; en français 1991/92 et tous les deux ans

1948 F SOCIOLOGY OF RACE AND ETHNIC RELATIONS

This course will study selected sociological perspectives on race, racism, and ethnic relations, and will examine the usefulness of these approaches to the analysis of educational systems in multiracial societies such as Canada. Problems in theory-building in this area will be analysed, and attempts made to discover how similar but differentiated concepts such as race, ethnicity, and multiculturalism are utilized in sociological research in education and in the accumulation and interpretation of research data in this field.
M. L. Handa, Regular Session (after hours; not offered in 1990/91)

1950 F MARXISM AND EDUCATION

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in Marxist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, class relations and class consciousness, contemporary Marxist approaches to education, and current challenges to Marxism. Emphasis throughout will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.
M. L. Handa, D. W. Livingstone, D. E. Smith, and *W. G. West,* Regular Session (after hours; offered in alternate years; not offered in 1990/91)

1952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 F IDEOLOGY, PUBLIC OPINION, AND POLICY-MAKING IN EDUCATION

The course begins with a general analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns – including interview surveys, oral histories, and conscientization – are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-maker's decisions.
D. W. Livingstone, Regular Session (after hours)

1960 F INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
C. P. Olson, Regular Session (after hours)

1962 S SOCIOLOGICAL SURVEY RESEARCH METHODS IN EDUCATION

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.

Staff, Regular Session (not offered in 1990/91)

1970 S SOCIOLOGICAL THEORY IN EDUCATION
A review of sociological theory with particular reference to historical sociological theory and its implications for studies in the sociology of education.
D. Misgeld, Regular Session (after hours)

1972 F EDUCATION AND THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS
This course deals with the social relations of contemporary women and men, in the family, in the workplace, and in educational institutions. Questions of sex-role socialization, occupational inequities, comparative studies in child-rearing practices, and the impact of feminism on educational and sociological theory and practice will be among the topics of study, but the more specific content of the course will vary, as it will be taught at various times by different faculty involved in the departmental focus on feminist studies. This course is an acceptable prerequisite to 3972S.
Staff, Regular Session (after hours)

1972 S L'ÉDUCATION ET LA SOCIOLOGIE DE LA FEMME ET DES RAPPORTS ENTRE LES SEXES
Ce cours traite des rapports sociaux actuels entre les femmes et les hommes, au foyer, au travail et au sein des institutions éducationnelles, selon les thèmes suivants : la socialisation aux rôles déterminées par le sexe, les inégalités d'emploi, les études comparatives portant sur la socialisation de l'enfant et l'impact du féminisme sur la théorie et la pratique éducationnelles et sociologiques. Ces thèmes pourront toutefois varier selon le professeur. Ce cours peut servir de prérequis au 3972S.
Membre de la faculté à déterminer, session d'été

1973 F WOMEN AND THE EDUCATIONAL SYSTEM
An examination of the impact of the changing situation of women in society on educational processes and curriculum. Emphasis will be placed on non-violent strategies of change in crucial areas of educational policies and the social construction of curriculum.
Staff, Regular Session (after hours)

1974 F GENDER AND EDUCATION: SOCIOECONOMIC ISSUES
This course will examine gender and education as embedded in socioeconomic relations. Issues such as gender and class, the segregated labor force, family, women and the state, and women and development will be discussed in this context.
M. Cohen, Regular Session (after hours)

1976 S NON-SEXIST APPROACHES TO STRATIFICATION
This course starts with a critique of major theories of stratification in terms of their inability to adequately deal with women. Other problems are identified and examined as well. Older as well as the most recent feminist critiques of stratification theories are considered, and the proposed solutions are critically examined. Finally, the course will identify elements necessary for developing a non-sexist theory of stratification.
Staff, Regular Session (after hours)

1981 F INEQUALITY, AFFIRMATIVE ACTION, AND EDUCATIONAL SYSTEMS
Access to educational and employment opportunities continues to be characterized by structural inequity with considerable evidence of negative impacts for women, members of racial/ethnic minorities, and persons with disabilities. With the passing into law of Bill C-62, the Employment Equity Act, Canada enters the era of mandatory employment equity or affirmative action. This course will examine various implications of this new direction in public policy and analyse related patterns of social, economic, and educational change.
E. B. Harvey, Regular Session (after hours)

1984 F,S,H SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION
A seminar that will examine in depth a

topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff, Regular Session

1988 F EDUCATION IN CONTEMPORARY THEORIES OF PEACE AND ECOLOGY

Most recognize peace as the major issue of our time, although there is no commonly agreed conception of what is peace. A number of theoretical perspectives have emerged in recent years providing an analysis of how today's social orders work generating conflict and violence and how peace can be realized at different levels of social reality, from individual to global. The objective of the course is to cover selected theoretical perspectives with a special focus on the educational implications of each, both for making social peace and for living personal peace.
M. L. Handa, Regular Session (daytime)

1996 S THE SOCIAL RELATIONS OF CULTURAL PRODUCTION IN SCHOOLS

An analysis of the social relations and structures in the school, and of their impact on: teaching, pedagogic work, curricula, and assessment; and learning, student work, and performance. These features and forms will be considered in the light of an applied sociology of cultural production in classroom settings.
Staff, Regular Session (after hours)

3903 S MULTIRACIAL AND MULTICULTURAL EDUCATION IN COMPARATIVE PERSPECTIVE

This seminar course will analyse the theoretical and practical assumptions underlying contemporary policy and practice in multiracial and multicultural education. A variety of theoretical approaches and typologies will be identified and compared. Detailed consideration will be given to the implications of these discussions for current educational policy and practice in Canada.
M. Heller, Regular Session (after hours)

3911 F PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems and factors related to the implementation of educational and social programs. Implementation will also be studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class will be expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
Staff (not offered in 1990/91)

3927 S ISSUES IN EDUCATION, DEVIANCE, AND LEGITIMACY

A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research; etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.
W. G. West, Regular Session (after hours)

3928 S STUDIES IN THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is intended for students who are interested in mastering the social organization of knowledge as a method of inquiry. It deepens the consideration of ideology and explores the method of the social organization of knowledge with reference to relevant theory. The potentiality of the approach as a research strategy is developed and students are introduced to textual analysis as one major research procedure in the field.

Prerequisite: 1928F or permission of the instructor.
J. L. Heap (may be offered in 1990/91)

3930 S INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

This course uses data from a variety of societies – both "developed" and "developing" – to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.
J. P. Farrell, Regular Session (after hours)

3933 F POSTMODERN PRESENTATIONS OF CULTURE

This course examines Postmodern presentations of culture, primarily in the arts, but also in popular media, the sciences, and education. The first half of the course will focus on technical, structural, and intellectual sources of Postmodernism, all of which point to a forming of culture that includes: a loss of the univalent symbol, decentred social life, and the dissolution of categories of progress and the new. The second half of the course will be devoted to applying the language and principles of Postmodernism, interpretively and critically, to presentations within our culture, e.g., within museums, art galleries, films, ethnographic accounts, schools. Student projects are expected to adopt the language and principles of Postmodernism in their commentary and analysis.
R. Silvers, Regular Session (after hours)

3934 F ANALYSING CLASSROOM DISCOURSE

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
J. L. Heap, Regular Session (after hours; not offered in 1990/91)

3935 F REVOLUTIONARY MOVEMENTS AND EDUCATION

A critical analysis of current and historical revolutionary movements with particular attention to their educational programs. The social composition, dominant interpretations of social conditions, objectives, strategies, and actual accomplishments of such movements will be compared. Particular attention will be given to the educational features of social movements in the current "transitional" societies (e.g., Poland, Cuba, China, Guinea-Bissau, Nicaragua) and those in advanced capitalist societies such as Canada, the U.S.A., France, and Italy.
W. G. West, Regular Session (after hours)

3940 F COMPARATIVE SOCIETIES: ECONOMIC CHANGE, THE STATE, AND SCHOOLING

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. Precapitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities postulated. Case-study materials will examine these relationships in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.
D. W. Livingstone, Regular Session (daytime; alternate years; offered in 1990/91)

3952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952F,S,H.

3953 S CANADIAN POLITICAL ECONOMY AND EDUCATION

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.

D. W. Livingstone, Regular Session (alternate years; not offered in 1990/91)

3954 F EDUCATIONAL AND ECONOMIC DEVELOPMENT IN THIRD WORLD COUNTRIES FROM A MARXIST PERSPECTIVE

The course will have a theoretical part and an applied part. In the theoretical part the focus will be on Marxist theories of underdevelopment and development and on how these theories differ from liberal theories, with special reference to the role of education. In the applied part, the students will be expected to analyse the educational system in a Third World country.

M. L. Handa, Regular Session (not offered in 1990/91)

3967 F EDUCATION AND WORLD COMMUNITY: SOCIO-PSYCHOLOGICAL DIMENSIONS

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states – that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation to efforts of community mobilization toward a global world community. Finally, efforts will be made to extend a peace paradigm as part of an educational effort to create a global world community based on peaceful means of social praxis.

M. L. Handa and *E. V. Sullivan,* Regular Session (after hours)

3970 S ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

The course reviews a series of selected frameworks examining the issue of how theory may be applied. The work will try to draw upon and expand the student's use of working theory to the development of future work, especially as it might relate to thesis work.

Staff, Regular Session (after hours)

3971 Y WOMEN, WORK, AND EDUCATION: PRODUCTION AND REPRODUCTION

The kind of work women perform and how it is valued by society are shaped by the complex interaction of sexual relations, cultural perceptions, economic conditions, and social action. This course will examine these issues in relation to the ideas about women's education and training and how these have been implemented over time. We will focus on three main themes as they relate to women's education: the relationship between domestic labor and other forms of labor; the nature of women's labor force participation and the theories that attempt to explain discrimination; and the effect of public policy and political movements on the conditions of female labor. The readings will be drawn from historical and contemporary literature with specific emphasis on conditions in Canada.

Staff, Regular Session (daytime; not offered in 1990/91)

3972 S ADVANCED RESEARCH SEMINAR ON FEMINIST THEORY, METHODOLOGY, AND EDUCATION

This course will begin with an examination of feminist critique of the disciplines, and an exploration of whether there is a feminist method. It will then examine concrete samples of work using a feminist approach, and the research problems associated with such an approach. It will end with a discussion of implications for feminist pedagogies of feminist theory.

Prerequisite: 1972F, 1973F, or permission of the instructor.

R. Ng, Regular Session (daytime)

3973 S CURRENT ISSUES IN CANADIAN ECONOMIC DEVELOPMENT: IMPLICATIONS FOR EDUCATION

This course will examine the social problems that arise in an advanced industrial economy as a result of changes in the global economy. We will examine features such as the structural weaknesses of the Canadian economy; the problems of accommodating capital mobility; the tension between market and non-market issues; the impact of technological change; the rise of the service economy; the distribution of wealth and income; and the relationship between economic goals, public policy, and social needs. These issues will be examined in terms of labor requirements and the implications for education and training. A particular focus will be gender relations and economic issues.
M. Cohen, Regular Session (after hours)

3974 F EDUCATION AND GENDER ROLE IN TRADITIONAL SOCIAL THOUGHT

The course will consist of an examination of the work of selected social thinkers such as Plato, Aristotle, Machiavelli, Rousseau, Hegel, and Marx. Attempts will be made to develop a theoretical base from which a systematic analysis of theories of the socialization of children in the private realm and the education of citizens in the public realm can be conducted, with special attention to gender-role differentation.

Prerequisite: 1972F or 1973S.
Staff, Regular Session (after hours)

3980 S RESEARCH SEMINAR: PRACTICAL PROBLEMS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.
D. E. Smith, Regular Session (daytime)

3984 F,S,H SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

Description as for 1984F,S,H, but at the doctoral level.
Staff, Regular Session

3995 F APPLIED SOCIOLOGY OF STATE FORMATION AND EDUCATIONAL POLICY

Theoretical and empirical studies that (1) situate comparatively the policy-making context of schooling systems and the educational features of state formation with a specific orientation to historical sociological methodologies; and (2) locate state formation within a wider context of social change. Recommended for all Ed.D. students; linked to 3996S.
Staff, Regular Session (after hours)

3996 S PRACTICUM IN SOCIOLOGY IN EDUCATION

This course is designed to assist students in the development of their thesis research. Among the basic issues to be examined are defining a research problem, developing an overall research plan, gathering and interpreting different kinds of data, and presenting results in an effective way. The central emphasis in the course will be to provide students with practical skills so that they may effectively pursue their own research interests. Required for all Ed.D. students.
E. B. Harvey, Regular Session (after hours)

Note: The following courses might also be of special interest to students in Sociology in Education:

Adult Education: 1139F,S Introduction to Comparative, International, and Development Education.

Curriculum: 1304F,S,H Curriculum Specialization.

Higher Education: 3806S Case Studies in Comparative Higher Education.

History and Philosophy of Education: 1418F,S,H The Role of Education in Theories of Women's Emancipation: I; 1436F,S,H Modernity and Postmodernity: From the Critical Theory of Society to Postmodern Consciousness; 1483F,S,H Education and Philosophies of Peace and Non-Violence; 3418F,S,H The Role of Education in Theories of Women's Emancipation: II; 3447F,S,H Critical Theory as a Theory of Modernity and Education: I.

Special Education

ANNE JORDAN WILSON, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(policies and practices in special education delivery; teacher development and integration through resource support)

Graduate Studies Academic Secretary:
MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(development of intervention programs for culturally divergent and developmentally delayed children; paraprofessional outreach programs; relationship between nutrition and behavior disorders; Eastern holistic medicine)

Admission inquiries should be addressed to:
JOHN R. KERSHNER, *Ph.D. (Toronto)*
Professor
(neuropsychology of learning disabilities and brain–behavior relationships; hemispheric specialization and the control of attention in information processing; research design and evaluation)

IAIN DAVIDSON, *Ph.D. (Toronto)*
Associate Professor
(visually handicapped children; images of disability in art and literature; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children, teachers, and educational settings)

ESTHER GEVA, *Ph.D. (Toronto)*
Assistant Professor, cross-appointed to Curriculum
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in second-language contexts; computer programming in diagnosis and remediation; research design and evaluation)

DANIEL KEATING, *Ph.D. (Johns Hopkins)*
Professor
(cognitive processes in developmental and individual differences; gifted and talented children; critical thinking in adolescents)

PETER LINDSAY, *Ph.D. (Toronto)*
Associate Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children)

CAROL R. MUSSELMAN, *Ph.D. (Michigan)*
Associate Professor
(education of children with communication disorders; linguistic and social development of hearing-impaired children; mother–child and teacher–child communicative interaction)

LINDA SIEGEL, *Ph.D. (Yale)*
Professor, and Executive Head of Graduate Studies, OISE
(the study of cognitive processes in learning disabled children; the early detection of learning disabilities; issues in psychoeducational assessment)

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor
(principles of educational assessment; cognitive education and modifiability; issues in special education; alternative special education service and delivery models)

JUDITH WIENER, *Ph.D. (Michigan)*
Associate Professor
(social skill development in learning disabled children and adolescents; translation of assessment results into programming; the consulting process)

DALE M. WILLOWS, *Ph.D. (Waterloo)*
Associate Professor, cross-appointed to Curriculum
(basic processes in reading; reading dis-

abilities; classroom reading instruction; assessment and remediation approaches to reading difficulties)

ASSOCIATED INSTRUCTORS:

THOMAS W. HUMPHRIES, *Ph.D. (Northwestern) Psychological Director, Learning Evaluation Unit, Child Development Clinic, Division of Neurology, Hospital for Sick Children, Toronto*

MARY KONSTANTAREAS, *Ph.D. (Toronto) Professor of Psychology and Psychiatry, University of Toronto, and Head of Research, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto*

JOANNE ROVET, *Ph.D. (Toronto) Assistant Professor of Paediatrics, University of Toronto; Research Psychologist, Hospital for Sick Children, Toronto*

URI SHAFRIR, *Ph.D. (York) Consultant in computer-based assessment and programming for exceptional children*

SANDRA SHINER, *Ph.D. (Toronto) Counselling and curriculum specialist*

LYNN STOLL-SWITZER, *Ph.D. (Miami) Counselling, curriculum, and learning specialist*

GARY WOODILL, *Ed.D. (Toronto) Instructor, School of Early Childhood Education, Ryerson Polytechnical Institute, Toronto*

CONFIDENTIALITY OF STUDENT FILES

Students of the Department of Special Education have access to their own personal files in the department. All letters of reference about a student applying for admission to the department may be seen by that student unless the external agency or individual referees request otherwise.

The procedure of gaining access to the file is to request an appointment with the faculty advisor, who will screen the file to eliminate confidential material from external sources and review the file with the student.

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Ph.D. program requires two years of full-time study; the Ed.D. program requires one year of full-time study plus several years of part-time study; the M.A. and M.Ed. programs may be taken on a part- or full-time basis. Students planning to undertake a full-time M.Ed. degree program should note that the equivalent of at least one Regular Session and two Summer Sessions are required for completion.

Students who have an Ontario Teacher's Certificate will find many courses in the Department of Special Education that have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. As the Ministry of Education is currently revising the list of equivalent courses, students should consult their faculty advisors regarding courses acceptable for Part I and Part II.

All of the programs in the department have the dual objectives of broadening the student's general background in special education and developing specialized knowledge in at least one area of concentrated study. The programs are not designed to provide methods courses with regard to particular types of exceptionality.

Students who are particularly interested in mainstreaming should refer to the interdepartmental focus in Adaptive Instruction (see the section "Interdisciplinary Focuses in Graduate Studies").

Note on Admissions Procedures: The department requires that applications for admission include a *detailed* statement from applicants regarding their background, career goals, and expectations from the program. Applicants to the doctoral programs are required to submit two professional and two academic letters of reference. Master's candidates are required to submit two letters only. An applicant's file must be complete before it can be reviewed by the department. Applicants are advised to check with either the Office of Graduate Studies or the department to ensure that their file is complete. Additional guidelines regarding applications as well as the department's specific criteria for admission are available from the department.

ORGANIZATION OF MASTER'S DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in four core areas:

(a) current issues in special education,

(b) assessment and programming for exceptional students,

(c) interpretation of research in special education,

(d) analysis of special education practice (with associated individual field experience).

In practice, this proficiency usually requires students to take 1280 Issues in Special Education, and 1293 Interpretation of Research in Special Education, as the *first* two courses in the department, followed by 1292 Educational Assessment and Programming and 1288 Seminar and Field Experience in Special Education.

Students should also begin the field experience associated with 1288 as soon as they enter the department, and plan to take the seminars at appropriate times. They should discuss the course and the field experience with the instructor as soon as possible. Students requesting exemption from core requirements on the grounds of equivalent background should consult their faculty advisor regarding procedures.

Students, in consultation with their faculty advisor, must include at least four half-courses in their program from the Department of Special Education. The remaining courses may be chosen from other departments of OISE or from other graduate departments at the University of Toronto. Students are also encouraged to participate in colloquia and informal research meetings organized by the department.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the education system. Under exceptional circumstances, however, students without a teaching background may also enrol in this program.

Students enrolling in the M.Ed. program are usually expected to have some undergraduate coursework in areas relevant to the helping professions. If this is not the case, two appropriate courses will usually be required as part of the regular degree program. The particular courses will be decided in consultation with the faculty advisor.

The new M.Ed. degree program pertains to students commencing in the 1986 Summer Session and thereafter. (See pages 28 to 29.) In the Department of Special Education the M.Ed. degree is pursued under Option I (ten half-courses and a comprehensive requirement). Four of the courses will be devoted to the core areas described previously. The following two courses are strongly recommended: 1274 Research Planning in Special Education and 1295 Individual Reading and Research in Special Education: Master's Level. These courses are designed to assist students in the preparation of a Comprehensive Paper (CP). The CP meets the comprehensive examination requirement.

Students will choose their instructor of 1295 on the basis of a match between their professional interests and those of the instructor. The CP will be directed by the faculty member teaching 1295. Possible CP formats include: extensive analytical reviews of significant literature, research proposals, pilot empirical studies, empirical studies, evaluation research (programs or curricula), in-depth single-case or policy analyses, curriculum materials development, professional development programs, and parent education workshops.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Arts program, which may be undertaken on a full- or part-time basis, is designed for students who wish to pursue either a research career or a professional career in clinical work with exceptional persons in a wide variety of settings. The usual entrance requirement is a four-year B.A. degree in a relevant social or behavioral science or a helping profession such as speech pathology, social work, physiotherapy, nursing, occupational therapy. Those with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to the one-year M.A. program.

The M.A. program consists of six half-courses and a thesis. The program must include four half-courses in the Department of Special Education encompassing those core areas described above. In addition students are recommended to take two courses, 1274 Research Planning in Special Education and 1295 Individual Reading and Research in Special Education: Master's Level, to assist in the preparation of a master's thesis. Students will choose the instructor of 1295 on the basis of a match between their interests and those of the instructor.

The master's thesis will be directed by a committee of two faculty members, one of whom teaches the selected section of 1295. The master's thesis is a formal research project that differs from the CP in scope, amount of time expected, and depth of analysis (theoretical or statistical). Thesis topics are often developed through course and seminar discussions, through informal discussions with faculty, or through student involvement in ongoing faculty research. The completed M.A. thesis must be presented at a departmental seminar.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ed.D. program in Special Education is intended primarily for educators who have demonstrated their practical capabilities in special education, and who intend to continue their professional careers as field-oriented leaders in this area. Students with the M.Ed. degree who wish to proceed to doctoral studies in Special Education will ordinarily be considered for admission to the Ed.D. program. Students who wish to proceed to the Ph.D. degree should ordinarily have the M.A. degree. An A− average is required for doctoral admission.

Students applying to the Ed.D. program are required to submit their master's thesis or to complete a Qualifying Research Paper (QRP) prior to registration in the program. Students who intend to apply for doctoral study and who have not fulfilled the QRP requirement should contact the Graduate Studies Academic Secretary in the department as soon as possible. The very latest this contact should be made is at the time of formal application for admission to the program.

Applicants who do not have a background in elementary statistics or in research design may be required to demonstrate that they have developed skills in these areas by taking additional master's-level coursework prior to admission to the doctoral program.

The degree program will consist of a minimum of eight half-courses and a doctoral thesis. In addition, candidates will undertake short internships in three of the following areas: clinical work, administration, teacher education, and curriculum development. Exemptions in up to two of the three will be possible for exceptionally experienced candidates. Candidates are required to take most of their courses on a part-time basis prior to their year of residence.

As part of the program, students will be required to take at least four half-courses in the Department of Special Education including 3280 Seminar Reviewing Research Activities in Special Education and one methods course related to their thesis, usually a course in intermediate statistics.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. program in Education with specialization in Special Education is designed for those who wish to pursue a career in university teaching and research, or other positions that require leadership skills in research and evaluation. The program for such students emphasizes the knowledge in the several disciplines relevant to special education, theory building, relating theory to practice, and research skills. Such a course of studies might combine special education courses with courses in psychology, psychiatry, sociology, etc. Ph.D. students may or may not have a background in elementary or secondary school teaching.

Students applying for the Ph.D. program will usually have completed the M.A. program in Special Education and have completed a thesis. An A− average is required for doctoral admission. Students who have not completed a master's thesis must complete a Qualifying Research Paper (QRP) as a condition of their acceptance into the program. The QRP must demonstrate the student's ability to conduct original research, and must conform to the formal style and standards of a master's thesis. See description of QRP in the Doctor of Education section for more detail.

General requirements for the Ph.D. program and the doctoral thesis are described on pages 34 to 35.

Students will be expected to take at least four half-courses in the Department of Special Education, including 3280 Seminar Reviewing Research Activities in Special Education. Students commencing the Ph.D. program after July 1, 1986, will be required to take a comprehensive examination. For details consult the faculty advisor.

Students who do not have sufficient statistical and research background will be required to take additional courses in the doctoral program.

Other coursework will involve a broad study in special education devised in consultation between student and faculty advisor. Such a program will typically involve two or three half-courses in another department within OISE and one appropriate full course in another graduate department of the University of Toronto.

COURSES

A course is identified with this department when the first three digits in the course number are 127, 128, 129, 327, 328, or 329. Most of the courses listed below will be offered in the evening from 5:30 to 8:30 p.m.

1274 F,S,H RESEARCH PLANNING IN SPECIAL EDUCATION

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in special education.
J. R. Kershner, P. Lindsay, C. R. Musselman, and *L. Siegel,* Regular Session and Summer Session

1275 S MICROCOMPUTERS IN ADAPTIVE INSTRUCTION

This course is designed to provide special educators with the skills necessary to do a systematic assessment of the potential of computers as an instructional assistant in a

mainstream classroom. During the course, both the special hardware and software available for working with students will be demonstrated and evaluated. The course will examine exemplary software in both the language arts and the mathematics curriculum as well as selected topics in special areas depending on student interest. The course is suitable for people who are using or who are planning to use computers in their classrooms.
P. Lindsay, Regular Session; Staff, Summer Session

1276 F,S THE RESOURCE CONSULTANT: SKILLS IN CLASSROOM CONSULTATION (Pass/Fail)

This course will cover concepts in consultation, assessment, and programming, and school-based delivery alternatives, including the literature on mainstreaming/integration, effective schools, and implementing change. From these disparate areas, course participants will be led to examine how the resource consultant might implement his/her role in a school or school system. The role will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and familiarity with concepts in curriculum-based assessment, program planning, integration, and labelling.
A. J. Wilson, Regular Session

1280 F,S,H ISSUES IN SPECIAL EDUCATION

A critical analysis of current issues related to special education philosophy, practice, and administration.

For Special Education students only. Others by permission of instructors.
C. R. Musselman, H. Silverman, and *A. J. Wilson,* Regular Session and Summer Session

1281 F,S,H THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

The identification and etiology, and the intellectual/social development, of developmentally delayed people. Issues related to mainstreaming and segregation; curriculum-based computer-assisted instructional procedures; programs for parents and adults.
M. Garber and staff, Summer Session and Regular Session (offered as required)

1282 F,S,H THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and hearing impairment in children and adolescents; curriculum adaptations; instructional methods; language and communication; educational programs in school, hospital, and the home; counselling for parents and pupils.
C. R. Musselman, Regular Session (offered as required)

1283 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED: PART I

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating and *S. Shiner,* Regular Session and Summer Session

1284 F,S,H BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and young people. The diagnostic process; constitutional and social factors involved; current treatment procedures will be emphasized. Lectures, case presentations, demonstrations, and readings.
M. Garber and *J. Wiener,* Summer Session and Regular Session

1285 F,S,H CHILDREN WITH LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
T. W. Humphries, L. Siegel, and *A. J. Wilson,* Regular Session and Summer Session

1286 F,S,H APPROACHES TO THE TEACHING OF LEARNING DISABLED ADOLESCENTS AND ADULTS

A critical evaluation of the approaches that

are typically employed in the education of learning disabled adolescents and adults. Discussion of current research findings pertaining to these programs and a consideration of teaching alternatives.
J. Wiener, Regular Session

1287 F,S,H APPROACHES TO THE COUNSELLING AND GUIDANCE OF EXCEPTIONAL CHILDREN AND THEIR PARENTS

This course will consider the literature on the problems experienced by exceptional children and their parents arising from the exceptionality itself, including problems surrounding the diagnostic process, home care and management of the child, the child's developing awareness of his or her differentness, and planning for the future. Various approaches to counselling will be studied as well as methods of service delivery.
L. Stoll-Switzer and staff, Regular Session

1288 F,S,H SEMINAR AND FIELD EXPERIENCE IN SPECIAL EDUCATION

This course attempts to broaden the experiential basis of students' understanding of special education and their skills in analysing work done with exceptional children, especially in schools. Students should consult with the course instructor when arranging their degree program at the time of registration (or earlier if they wish) regarding individualized field experience.
I. Davidson, Summer Session and Regular Session

1289 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED: PART II

Analysis of specific teaching strategies for the gifted. Theoretical and practical experience in areas of counselling gifted students and their parents.

Prerequisite: 1283F,S,H or permission of the instructor.
D. Keating and *S. Shiner,* Regular Session

1290 F,S,H PSYCHOLOGY AND EDUCATION OF AUTISTIC CHILDREN

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
M. Konstantareas, Regular Session

1291 F,S,H SPECIAL TOPICS IN SPECIAL EDUCATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of specific areas of special education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1295F,S,H, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category.
Staff

1292 F,S,H EDUCATIONAL ASSESSMENT AND PROGRAMMING

This course aims to bring students to an understanding of various notions of educational assessment and its relation to programming. The function of assessment and programming in the work of teachers of exceptional children will be the focus. Emphasis is placed on critical analysis of assessment procedures including tests and written reports, on developing a clear theoretical framework on which to base criteria for sound procedures, and on the procedures themselves. The course does not attempt to teach students how to administer psychological tests. A practicum component is generally included.
I. Davidson, T. W. Humphries, H. Silverman, J. Wiener, and *A. J. Wilson,* Summer Session and Regular Session

1293 F,S,H INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

Introductory course in the critical evaluation of reports in special education, and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in special education, and the importance of theory development in both basic and applied research.
E. Geva, J. R. Kershner, P. Lindsay, C. R. Musselman, and *L. Siegel,* Summer Session and Regular Session

1294 F,S,H CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

Analysis and development of instructional materials and strategies for teaching exceptional children and adolescents. Various approaches are explored: e.g., top-down, bottom-up, and interactive approaches to reading; remediation and compensation for handicaps; learning strategies; and life skills. Emphasis is given to the development of curricula that can be applied in practical situations.

Prerequisite: 1292F,S,H or permission of the instructor.

E. Geva and *J. Wiener,* Summer Session and Regular Session

1295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a faculty member, focussing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the Comprehensive Paper requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

Staff, Regular Session and Summer Session

1296 F,S,H THE DIAGNOSIS OF READING DIFFICULTIES AND THE DESIGN OF REMEDIAL READING ACTIVITIES

The purpose of the course is to meet the regular classroom teacher's needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.

Staff, Regular Session

1297 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING: INTERMEDIATE LEVEL

The focus of this course will be upon skill development in the area of psychoeducational assessment. Course content will include the administration of standardized intelligence tests and achievement tests, as well as other standardized tests and rating scales. A heavy experiential component will be included.

Prerequisite: 1292F,S,H.

I. Davidson and *T. W. Humphries,* Regular Session

1298 F,S,H ISSUES IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN

This course will focus on two areas: *(a)* providing students with an overview of issues central to the education of visually handicapped children, along with practical experience ranging from visits to schools, classes, and agencies to individual work with visually handicapped children; *(b)* developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.

I. Davidson, Regular Session

1299 F,S,H FACILITATING THE ACQUISITION OF LANGUAGE AND COMMUNICATION SKILLS IN EDUCATIONAL SETTINGS

This course will consider typical and atypical patterns of language acquisition, with special attention given to childern who are retarded, deaf, autistic, and learning disabled. The focus will be on the acquisition of a primary system of communication rather than literacy, and will cover alternatives to spoken language, such as sign and blissymbolics. Various approaches to teaching language will be examined for their appropriateness to different types of language problems.

C. R. Musselman, Summer Session and Regular Session

3280 F,S,H SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretations of research relevant to the student's doctoral thesis.

Prerequisite: Permission of the instructor.

J. R. Kershner, Regular Session

3283 F,S,H RESEARCH SEMINAR: PSYCHOLOGY AND EDUCATION OF THE GIFTED

Critical analysis of research and theory on the nature, development, and education of gifted children. The course will focus on basic research and theory in psychology and education, rather than on direct applications.

Prerequisite: Permission of the instructor.

D. Keating, Regular Session

3286 F,S,H NEUROPSYCHOLOGY OF LEARNING DISABILITY

An introduction to the theoretical foundations of cerebral hemisphere asymmetries. The main purpose is to clarify current theoretical issues. Implications for learning disability will be emphasized. The course will focus on basic research and theory, rather than applied issues.

J. R. Kershner, Regular Session

3292 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING: ADVANCED LEVEL

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, the area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal. The course includes a variety of procedures such as testing and interviewing, and places assessment procedures in the educational context.

Prerequisite: Permission of the instructor.

L. Siegel, Regular Session

3295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a faculty member, focussing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

Staff, Regular Session and Summer Session

3296 F PROSEMINAR IN SPECIAL EDUCATION

This course provides in-depth study of special topics in special education, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of the education of exceptional children.

H. Silverman, Regular Session

3298 F,S,H SPECIAL TOPICS IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1291F,S,H. (This course does not fulfil the purpose of 3295F,S,H, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category.

Staff

Academic Staff

(As of January 1, 1990)

ABBEY, DAVID S., *Applied Psychology*
AITKEN, JOHAN L.*, *Curriculum*
ALEXANDER, WILLIAM E., *Adult Education*
ALLEN, J. PATRICK B., *Curriculum*
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HOUSE, JOHN H., *Educational Administration*

HUMPHREYS, EDWARD H., *Educational Administration*

HUMPHRIES, THOMAS W.*, *Special Education*

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IRONSIDE, DIANA J., *Adult Education*

JOSEFOWITZ, NINA*, *Applied Psychology*

KEATING, DANIEL, *Special Education*

KERSHNER, JOHN R., *Special Education*

KHAN, SAR B., *Measurement, Evaluation, and Computer Applications*

KILBOURN, BRENT S., *Curriculum*

KONSTANTAREAS, MARY*, *Special Education*

KUZMICH, NATALIE*, *Curriculum*

LANG, DANIEL W.*, *Higher Education*

LAPKIN, SHARON, *Curriculum*

LAWTON, STEPHEN B., *Educational Administration*

LEITHWOOD, KENNETH A., *Educational Administration*

LEVIN, MALCOLM A., *History and Philosophy of Education*

LEVINE, DAVID, *History and Philosophy of Education*

LINDSAY, PETER, *Special Education*

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LOGAN, ROBERT K., *Measurement, Evaluation, and Computer Applications*

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NG, ROXANA, *Sociology in Education*

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* Associates
† Professors Emeriti

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